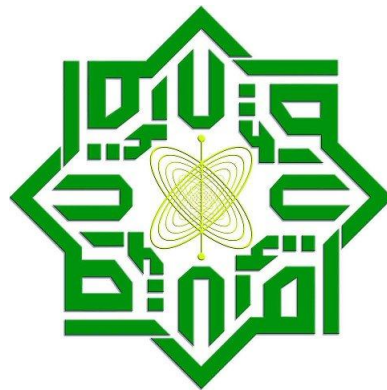


**THE INFLUENCE OF STUDENTS' UNDERSTANDING OF SENTENCE
PATTERN AND VOCABULARY MASTERY ON THEIR READING
COMPREHENSION AT THE FIRST YEAR OF SMKN 1
KUANTAN SINGINGI REGENCY**

THESIS

Presented to State Islamic University Sultan Syarif Kasim Riau
in partial fulfillment of the requirements for the degree of
Magister in English Education



BY

SEPRI

SRN : 21691104826

**POST - GRADUATE PROGRAMME
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU
1441 H / 2019 M**

APPROVAL SHEET

The thesis entitled “ The Influence of Students’ Understanding of Sentence Pattern and Vocabulary Mastery on Their Reading Comprehension of Recount Text at The First Year of State Vocational Senior High School 1 Logas Tanah Darat Kuantan Singingi Regency”, written by :

Name : Sepri
Student Number : 21691104826
Program Study : Islamic Education
Field of Study : English Education

Has been approved to be defended in the final exam to be held by the Postgraduate Program UIN Suska Riau.

Date : November 11th, 2019

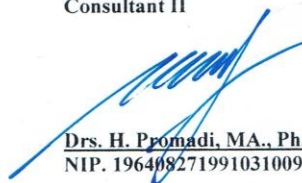
Consultant I



Dr. Bukhori, S.Pd.I., M.Pd
NIP. 197905122007101001

Date : November 11th, 2019

Consultant II



Drs. H. Promadi, MA., Ph.D
NIP. 196408271991031009

Acknowledged by :

Head of Islamic Education Study Program

Dr. Hj. Andi Murniati, M.Pd
NIP.196508171994022001

CONSULTANT APPROVAL SHEET

**Director of Postgraduate Program
State Islamic University of Riau (UIN Suska Riau)
Pekanbaru**

November 11th, 2019

Assalamu'alaikum Wr.Wb

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by :

Name : Sepri
Student Number : 21691104856
Program Study : Islamic Education
Field of Study : English Education
Thesis Title : The Influence of Students' Understanding of Sentence
Pattern and Vocabulary Mastery on Their Reading
Comprehension of Recount Text at the First Year of State
Vocational Senior High School 1 Logas Tanah Darat
Kuantan Singingi Regency.

Has been approved to be defended in the final exam to be held by the Postgraduate Program UIN Suska Riau.

Consultant I



Dr. Bukhori, S.Pd.I., M.Pd
NIP.197905122007101001

CONSULTANT APPROVAL SHEET

**Director of Postgraduate Program
State Islamic University of Riau (UIN Suska Riau)
Pekanbaru**

November 11th, 2019

Assalamu'alaikum Wr. Wb

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by :

Name : Sepri
Student Number : 21691104826
Program Study : Islamic Education
Field of Study : English Education
Thesis Title : The Influence of Students' Understanding of Sentence Pattern and Vocabulary Mastery on Their Reading Comprehension at The First Year of State Vocational Senior High School 1 Logas Tanah Darat Kuantan Singingi Regency

Has been approved to be defended in the final exam to be held by the Postgraduate Program UIN Suska Riau.

Consultant II



Drs. H. Promadi, MA., Ph.D
NIP. 196408271991031009

STATEMENT OF ACADEMIC INTEGRITY

I, the undersigned,

Name : Sepri
Student Number : 21691104826
Place of Birth : Perhentian Luas
Date of Birth : September 1st, 1989
Program Study : Islamic Education
Field of Study : English Education

State that the thesis that I have written entitled : “ The Influence of Students’ Understanding of Sentence Pattern and Vocabulary Mastery on Their Reading Comprehension of Recount Text at The First Year of State Vocational Senior High School 1 Logas Tanah Darat Kuantan Singingi Regency” to meet one of the requirements for a Magister Degree of the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau, is truly my original work whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

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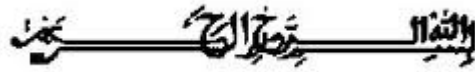
Pekanbaru, November 11th, 2019



Sepri

SRN : 21691104826

ACKNOWLEDGEMENT



Praise belong to Allah Almighty; the Lord of the Universe by His guidance and His blessing, the writer has completed this academic requirement and then the writer says peaces be upon him to Prophet Muhammad SAW.

This thesis is written and intended to submit in partial of the requirements for the master program in English Education concentration at post graduate program of State Islamic University Sultan Syarif Kasim Riau. The thesis entitled “ The Influence of Students’ Understanding of Sentence Pattern and Vocabulary Mastery on Their Reading Comprehension of Recount Text at The First Year of State Vocational Senior High School 1 Logas Tanah Darat Kuantan Singingi Regency” is written by Sepri, SRN. 21691104826.

The writer realizes that there are still many weaknesses on this project paper. Therefore, construction and suggestion are needed very much to improve this thesis. Next, the writer would like to express his gratitude and sincere thanks to:

1. My beloved parents, Idris Ahmad and Siti Maryam (almh) and my wife Desi Elvianti who have given meaningful and useful support, both material and spiritual. Thanks a lot for your praying and sacrifices. You are my everything. Love you very much. “ Rest in peace Mom, Allah will always hugs you” aamiin.

2. Prof. Dr. H. Akhmad Mujahidin, S.Ag., M.Ag, the Rector of State Islamic University of Sultan Syarif Kasim Riau who has dedicated his time to increase this university and all staffs.
3. Prof. Dr.Afrizal M, MA, the Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
4. Dr. Hj. Andi Murniati, M.Pd, the Head of Islamic Education Study Program of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
5. Dr. Bukhori, S.Pd.I., M.Pd, My first supervisor of the thesis. Thank you very much for your supervision, correction, suggestion, guidance, patience, and kindness in completing this thesis. The writer owes a lot of gratitude to his for always being so kind, helpful, and motivating in making the writer's thesis better.
6. Drs. H. Promadi, MA., Ph.D, as the second writer's supervisor who has encouraged and motivated writer to be a strong and knowledgeable man. So, the writer can complete this project paper as soon as possible. Thank you for your patient in guiding and correcting my research work, her enthusiastic encouragement, kindness and useful critiques for my thesis.
7. Jamal, S.Pd as the headmaster of SMKN 1 Logas Tanah Darat and the teachers, especially for the teacher at the first year students of SMKN 1 Logas Tanah Darat Kuantan Singingi Regency.
8. The head of university library of State Islamic University of Sultan Syarif Kasim Riau and his staffs who have given their kindness and services.

9. My beloved brother and sister, Yendi and Yuasni Despita. My nephews, Wulanda Heryuni, amd. Kep, Dinda Fidia Putri, Raziq Rizqullah, Syahilla Azzahra and the sweaty youngest Dora. I consider my self the luckiest in the world to have such a supportive family, standing behind me with their love and support. I have no suitable word that can fully describe their everlasting love for me. I remember their constant support when I encountered difficulties in finishing my thesis, especially when I almost wanted to give up on my thesis. They have helped me financially, morally, and spiritually. They always gave me words of encouragement. They always believed that I can finish his thesis, a million thanks to you. I love you both, so much. I am nothing without you.
10. All lecturers of Postgraduate program who have given suggestions and motivation. They have taught and transferred their knowledge during the courses.
11. All of staffs of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau, especially kak messi who gave help and information friendly.
12. All my beloved classmates L3 “A-Z in Postgraduate ” in English Education Departement Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau; thanks for always cheer me up. My friends, Dr. Perisi Nopel, M.Pd.I, Mohd. Nazuril Ikhwan, M.Pd, Razali Pebrianto, S.Pd and Yusparizal, M.Pd.

13. All of the people who participated in the process of the thesis that I could not mention one by one. May All bless them all. Amin

14. Lastly, the writer would like to thank everybody who was important to the successful realization of the thesis, as well as expressing his apology that he could not mention personally one by one.

Finally, the writer realizes that this project paper is still far from being perfect. Therefore, constructive comments, critiques and suggestions are appreciated very much. May Allah almighty the lord of the universe blesses them all. Amin

Pekanbaru, November 11th 2019

Sepri

SRN : 21691104826

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance **العامه** written *al-ammah*.

3. Short Vowel

Fathah is written *a*, for instance شريعة (*Syari'ah*), Kasrah is written *i*, for instance الجبال (*al-Jibali*) and dhommah is written *u*, for instance ظلوما instance (*zhuluman*).

4. Double Vowel

او is written *aw*, و is written *uw*, اي is written *ay*, and ي is written *i*.

5. Ta' Marbuthah

The stopped Ta' Marbuthat in the last verse h, for instance الشريعة is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic: الميتة

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, 'Abdullah (عبدالله).

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

ABSTRACT

Sepri(2019) : The Influence of Students' Understanding of Sentence Pattern and Vocabulary Mastery on Their Reading Comprehension of Recount Text at The First Year of State Vocational Senior High School 1 Logas Tanah Darat Kuantan Singingi Regency.

Reading is the most essential skill for success in all educational context. The main goal of reading is comprehension. While there are many factors that can influence reading comprehension, two of them are understanding of sentence pattern and vocabulary mastery. So, the main purpose of this research is to find out the influence of students' understanding of sentence pattern and vocabulary mastery on their reading comprehension of recount text at State Vocational Senior High School 1 Logas Tanah Darat Kuantan Singingi Regency. This was a correlational research that consists of three variables; two independent variables, namely the students' understanding of sentence pattern and students' vocabulary mastery, and one dependent variable is students' reading comprehension. The research participants consisted of 175 tenth-grade students at the State Vocational Senior High School. The instruments that were used to collect the data are tests. After analysing the data by using multiple regressions, the finding indicated that there is a significant influence of the students' understanding of sentence pattern and vocabulary mastery on their reading comprehension, in which $\text{sig}=0.000 < 0.05$. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. In conclusion, the higher students' understanding of sentence pattern and vocabulary mastery the higher of students' reading comprehension would be.

Keywords: Influence, Sentence Pattern, Vocabulary Mastery, Reading Comprehension.

ABSTRAK

Sepri (2019): Pengaruh Pemahaman Siswa terhadap Pola Kalimat dan Kosakata terhadap Pemahaman Membaca Siswa di SMKN 1 Logas Tanah Darat Kabupaten Kuantan Singingi.

Membaca adalah keahlian yang paling penting untuk sukses dalam semua konteks pendidikan. Tujuan utama dari membaca adalah untuk mendapatkan pemahaman. Sementara ada banyak factor yang dapat mempengaruhi pemahaman membaca. Dua diantaranya adalah pemahaman akan pola kalimat dan penguasaan kosa kata. Maka dari itu, Tujuan utama dari penelitian ini adalah untuk mengetahui Pengaruh Pemahaman Siswa terhadap Pola Kalimat dan Kosakata terhadap Pemahaman Membaca Siswa di SMKN 1 Logas Tanah Darat Kabupaten Kuantan Singingi. Penelitian ini merupakan penelitian korelasi yang terdiri dari tiga variabel; dua variabel independen, yaitu pemahaman siswa terhadap pola kalimat dan penguasaan kosakata dan satu variabel dependen yang merupakan pemahaman membaca siswa. Peserta penelitian terdiri dari 175 siswa dari kelas satu di SMKN 1 Logas Tanah Darat Kabupaten Kuantan Singingi. Instrumen yang digunakan untuk mengumpulkan data adalah tes. Setelah menganalisa data dengan menggunakan regresi berganda, temuan menunjukkan bahwa ada pengaruh yang signifikan dari pemahaman siswa tentang pola kalimat dan kosakata terhadap pemahaman membaca siswa, di mana $\text{sig} = 0,000 < 0,05$. Oleh karena itu, hipotesis nol ditolak dan hipotesis alternatif diterima. Kesimpulan, semakin tinggi tingkat pemahaman siswa akan pola kalimat dan penguasaan kosakata maka semakin tinggi pula tingkat pemahaman membaca mereka.

Kata kunci: Pengaruh, Pola Kalimat, Penguasaan Kosakata, Pemahaman Membaca

ملخص

سفرى:(٢٠١٩) "تأثير فهم الطلاب ترتيب المؤلفين النصّ والمفردات
في استيعاب القراءة بالمدرسة العالية المحلية
الحكومية ١ لوكس تنهدرات منطقة كونتان سجيحي
."

وكان الهدف الرئيسي من هذه الدراسة هو الكشف عن تأثير فهم الطلاب
ترتيب المؤلفين النصّ والمفردات في استيعاب القراءة بالمدرسة العالية المحلية
الحكومية ١ لوكس تنهدرات منطقة كونتان سجيحي. هذه الدراسة هي دراسة
العلاقة حيث تتكوّن من ثلاثة متغيرات. اثنتين منها مستقلة، وهي فهم الطلاب
ترتيب المؤلفين النصّ والمفردات، ومتغيرة تابعة هو استيعاب الطلاب القراءة.
وكان عدد المشاركين في هذه الدراسة ١٧٥ طالبا وهم من طلاب الصفّ الثاني
بالمدرسة العالية المحلية الحكومية ١ لوكس تنهدرات منطقة كونتان سجيحي.
أما الأداة المستخدمة فيه لقياس البيانات فهي الاختبارات. وبعد تحليل البيانات
باستخدام الانحدار المتعدد، وتظهر النتائج أنّ هناك تأثيرا كبيرا في فهم الطلاب
ترتيب المؤلفين النصّ والمفردات من الطلاب لفهم قراءة محاكاة ساخرة النص في
المدارس العالية المحلية الحكومية ١ لوكس تنهدرات منطقة كونتان سجيحي ،
حيث كان $\text{sig} = 0.0000 > 0.05$ ، فالنسبة المئوية من للتكوين فهم
الطلاب ترتيب المؤلفين النصّ والمفردات في استيعاب القراءة بالمدرسة العالية
الأحلية الحكومية ١ لوكس تنهدرات منطقة كونتان سجيحي. من الكتاب النص
والمفردات هي ٠.٧٨٥ (٠.٧٨٠٥٠٪). لذلك، يتم قبول الفرضية البديلة، كما يتم
أيضا رفض فرضية العدم.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is an important element in learning. In other words, reading ability plays an essential role in language acquisition. In many parts of the world, reading knowledge of a foreign language is usually significant to academic studies, professional success and personal development. As what Brown (2004:185) states that reading is the most essential skill for success in all educational contexts. It means that reading is an important part of the four necessary language skills for academic success. Furthermore, students will not master English well without good reading ability.

Because of its importance, the teaching of English in the national curriculum is targeted to qualify students who reach certain levels of literacy in which they are expected to be able to read various kinds of genre. According to the national curriculum based on Depdiknas, *SK and KD Bahasa Inggris SMA/MA*, (2016), the scope of English subjects in Senior High Schools includes the ability to understand a variety of functional text, monologues and short-essay in form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, reviews, and public speaking.

Based on the curriculum, the first year students of State Vocational Senior High School 1 Logas Tanah Darat are expected to understand recount texts, not

only about the factual information, main idea, meaning of difficult words, reference and inference of the texts, but they also understand about the generic structure of the texts. However, many students had difficulties in comprehending recount text. They could not identify the main idea of the text. They had difficulties in understanding reference and generic structure of the text. They also had lack of vocabulary.

According to the English curriculum for senior high schools in Indonesia, the English teaching covers four skills, namely reading, listening, speaking, and writing. The four skills are supported by learning of language elements. The language components involve vocabulary, grammar, and pronunciation. In fact of all language components, vocabulary holds the main core in language teaching. This is in line with what Richards and Renandya (2002:255) say that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that to improve their language skills, learners must master vocabulary.

Another essential of vocabulary mastery is it can make learners efficiently communicate and fundamentally comprehend on English articles and academic essays (Dickinson, 1987). The two aspects are really newsworthy. Lots of people are well known all over the world because of their abundance knowledge which is supported by their capability in communicating in English well. Besides, lots of newsworthy knowledge and references can be taken from English articles and academic essays.

Further, according to National Institute of Child Health and Human Development (NICHD, 2000) Vocabulary knowledge is essential to comprehend the text. When students do not understand at least 90% of the words in a text, they do not adequately understand what they read (Hirsch, 2003; Sedita, 2005). Hirsch suggests that students acquire 2,000 to 3,500 new words a year and know the meaning of approximately 50,000 words by the time they graduate from high school (Graves, 2006; Lehr, Osborn, and Hiebert, 2004; PREL, 2008).

In reading, for instance, the students will get difficulties in comprehending a text if they do not know the meaning of words in the text. In relation to the objective of teaching reading in senior high schools, which provides the students with the abilities to get the information from books which are written in English.

The students' difficulties in reading influence their learning achievements. Most of the tests for assessing students' learning achievements contain reading comprehension questions. As the result, most of the students did not reach the minimum criteria of achievement. Recently, the English teacher of State Vocational Senior High School 1 Logas Tanah Darat showed a result of his students' unit review for recount text to the researcher. The result showed that only eight (22.85%) students who could reach the minimum criteria of achievement which is 65. Thus, 77.14% of the students should follow remedial class.

Many factors can influence students' reading comprehension. Being an educator, the researcher is interested in studying the factors influencing the students' reading comprehension at senior high school so as to develop suitable

means to help boost their reading comprehension of recount text. As a preliminary investigation, the researcher found:

1. Not all students understand the basic components of a sentence (subject, verb, and object).
2. They often are not familiar with the vocabulary they encounter, and have trouble determining word meanings.
3. Some students do not have knowledge about sentences patterns (simple sentence, compound sentence, complex sentence, and compound-complex sentence)
4. Some of the students do not have knowledge about the language features of recount text, although they had learned it in grade VIII at junior high school.
5. All students are expected to understand recount texts, but not all students can read recount text with good comprehension.

Those preliminary findings are the problems that faced by the first year students of State Vocational Senior High School 1 Logas Tanah Darat, Kuantan Singingi Regency. The problems impede the students' reading comprehension of recount text. Consequently, the students do not reach the expected achievement that stated in the national curriculum.

To solve the problem, students need to improve their understanding of sentence pattern and their vocabulary mastery. It is because every paragraph in recount text is made up of sentences which use simple past tense (had, visited), specific subject (Mr. John, I, we), action verb (helped, crutched), object, and adverb phrase to indicate when and where (yesterday, after lunch, in the shed, at

home, outside) (Doddy, Sugeng and Effendy, 2008:14). So, in order to read the recount text with comprehension, the students should be able to understand the pattern of those sentences. This idea is in line with McWorther (1986:16), who argues that understanding sentence pattern can influence comprehension. In short, to understand the whole text, the students should have knowledge of sentence patterns. Thus, it is necessary for the students to have reading ability in understanding sentences pattern in order to read with good comprehension. another important factor in comprhending a text is vocabulary. vocabulary is an important factor in the comprehension of language and the number of words acquired by a learner is related to competent language use (Nation, 1990). Students who have a limited vocabulary are at risk of not becoming proficient in reading (Beck and McKeown, 2005; Blachowicz and Fisher, 2000. In addition, vocabulary is a major factor of poor reading comprehension, and students' word knowledge is strongly linked to success in academics (NRP, 2000 and Nagy, 1998). Stahl and Nagy (2006) add that the more words we have, the more complex ways we can think about the world.

In conclusion, to enhance students' reading comprehension of recount text, it is important to investigate the students' understanding of sentence pattern and their voacabullary mastery as part of the factors that may influence their reading comprehension. For that reason, researcher strives to study the influence of understanding sentence and vocabulary as factors that influence the reading ability of the first year students in reading recount text at State Vocational Senior High School 1 Logas Tanah Darat. Therefore, this research is proposed to explain

scientifically whether students' understanding of sentence pattern and their vocabulary influence their reading comprehension. To do that, this research entitled "The Influence of Students' Understanding of Sentence Pattern and Vocabulary Mastery on Their Reading Comprehension at The First Year of State Vocational Senior High School 1 Logas Tanah Darat Kuantan Singingi Regency".

1.2 The Statement of the Problem

The background of study above shows us that there are some problems which can be found by the students in learning to read a text. The teacher who should be the problem solver in fact can not improve the condition. It can be seen when the researcher done a preliminary research at State Vocational Senior High School 1 Logas Tanah Darat some phenomenas were found there, such as Some students do not understand the basic components of a sentence (subject, verb, and object). Some students do not have knowledge about sentences patterns (simple sentence, compound sentence, complex sentence, and compound-complex sentence). Some of the students do not have knowledge about the language features of recount text, although they had learned it in grade VIII at junior high school. They do not know many vocabularies. All students are expected to understand recount texts, but not all students can read recount text with good comprehension.

On the other hand, the researcher also found that in giving the tests to the students in grade X of State Vocational Senior High School 1 Logas Tanah Darat by the teacher most of the tests for assessing students' learning achievements

contain reading comprehension questions. As the result, most of the students did not reach the minimum criteria of achievement. Recently, the English teacher of State Vocational Senior High School 1 Logas Tanah Darat showed a result of his students' unit review for recount text to the researcher. The result showed that only eight (22.85%) students who could reach the minimum criteria of achievement which is 65. Thus, 77.14% of the students should follow remedial class.

Therefor to address the problem above the researcher need to ask some questions: what make the students not able to see the pattern which is used in the text? Why are they not able to find out generic structure in reading text? even though they have learnt to write different kinds of text genre since they were in junior high school? Why are they not able to read text with good comprehension? Why are they not able to read recount text with good comprehension? What factors make the students' vocabulary mastery still low? Have the teachers implemented the proper strategies in teaching vocabulary? What efforts should be made to improve students' vocabulary mastery? What strategy is suitable to improve students' vocabulary mastery? Does their understanding of sentence pattern improve their reading comprehension achievement of recount text? Does sentence pattern influence students' reading comprehension? Do vocabulary mastery influence their reading comprehension? Do sentence pattern and vocabulary mastery influence their reading comprehension?

Eventhough, there were many techniques applied in teaching reading, the improvement of students' reading comprehension would be a phenomenon. Some

previous research also found that the teacher still had problem in teaching reading and had difficulties to develop students' reading comprehension.

1.3 Limitation of the Problem

Dealing with the statement of the problem above, the researcher needs to limit this research on the influence of understanding sentence pattern and vocabulary mastery on reading comprehension of recount text at the first year students of State Vocational Senior High School 1 Logas Tanah Darat. Based on the school's curriculum and the syllabus provided by the English teachers, in the first semester, the teachers teach recount, narrative, and procedure texts. While in the second semester, the teachers teach narrative, descriptive and news item texts. For that reason, this research was only conducted in the first semester.

1.4 Purpose and Objective of the Research

The purpose of this study is to investigate the influence of students' understanding of sentence pattern and vocabulary mastery on their reading comprehension at State Vocational Senior High School 1 Logas Tanah Darat. Specifically, the study is conducted to fulfill the following objectives :

- a. To determine the influence of students' understanding of sentence pattern on their reading comprehension in grade X of State Vocational Senior High School 1 Logas Tanah Darat.

- b. To determine the influence of students' mastery of vocabulary on their reading comprehension in grade X of State Vocational Senior High School 1 Logas Tanah Darat.
- c. To determine the influence of students' understanding of sentence pattern and vocabulary on their reading comprehension in grade X of State Vocational Senior High School 1 Logas Tanah Darat.

1.5 Research Question

To do this research, it was formulated the following research questions:

- a. Is there any significant influence of students' understanding of sentence pattern on their reading comprehension in grade X of State Vocational Senior High School 1 Logas Tanah Darat?
- b. Is there any significant influence of the students' mastery of vocabulary on their reading comprehension in grade X of State Vocational Senior High School 1 Logas Tanah Darat?
- c. Is there any significant influence of students' understanding of sentence pattern and vocabulary on their reading comprehension of recount text in grade X of State Vocational Senior High School 1 Logas Tanah Darat?

1.6 The significance of the research

There are several reasons as the significances of this research, Firstly, to increase the researcher's knowledge of sentence pattern and reading

comprehension and then shares the knowledge to others. Secondly, the study is to encourage the students' intrinsic motivation to understand sentence pattern in order to improve their reading comprehension of recount text. Thirdly, the study is to provide valuable information for other English researchers about the relationship between students' understanding of sentence pattern and vocabulary on their reading comprehension of recount text. Fourthly, the study is useful for English teachers in developing appropriate policies and plans for promoting the important of understanding the sentence pattern among the students. Fifthly, It is also expected that the study gives meaningful learning experience to the students. Besides that, theoretically, the researcher's expectation is the result of this research would be useful information for developing suitable means to help boost students' reading comprehension of recount text.

1.7 Rationale of the research

Reading is one of the skills which should be mastered by the students. by mastering reading, the students can get knowledge, information, and comprehend the reading text easily. Pertaining to Hasibuan, reading is to gain information, knowledge and critique for the writer's idea and style, and reading can help the students to know about the type of the text and comprehend its content.

This research will be conducted to find out the influence of students' understanding of sentence pattern and vocabulary mastery on their reading comprehension of recount text at State Vocational Senior High School 1 Logas Tanah Darat. It was conducted in consideration of students' reading

comprehension in which it is highly needed in fulfilling their academic tasks. If the students' reading comprehension is low, it will influence the students' learning not only the reading comprehension class but across all subjects. Therefore, finding an effective teaching strategy as one of the solutions in facing the students' problem become a high concern for all educators.

According to Rai (2007) Student Team Achievement Division is one of the many strategies in cooperative learning, which helps promote collaboration and self-regulating learning skills. The reason for the selection of STAD is to enhance good interaction among students, to improve positive attitude on subject, to gain a better self-esteem, and finally to increase interpersonal skills especially on reading comprehension.

The choice of vocabulary instruction and acquisition as a topic of this study is based on a number of reasons. vocabulary is arguably the foundation of mastering a language and it's role has been claimed by Hammer, 1991, If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh.

1.8 Definition of the Term

1. Understanding

According to Anderson and Krathwohl (2001), understanding means determine the meaning of instructional messages including oral and graphics communication. The process of understanding is included in a part of transfer.

2. Sentence Pattern

Lewis (2006) defines sentence pattern as the grammatical arrangement of words in sentences. In this research, the researcher studies English sentence pattern. De Boer (1973) states that sentence patterns are formulas used by grammarians to illustrate the design of basic English sentences.

3. Understanding Sentence Patterns

Mainar (2017) Understanding sentence patterns means recognizing or identifying the patterns of the four types of sentences, simple sentences, compound sentences, complex sentences and compoundcomplex sentences. Moreover, Glatthorn (1980) states that it is necessary to understand sentence patterns by recognizing some important parts of speech and sentence parts.

2. Vocabulary

Webster (1993:1116) defines vocabulary as list of words, and phrases, usually arranged, explained, or defined. The word “mastery” refers to great skill or knowledge (oxford, 256).

3. Reading Comprehension

According to Guthrie, Wigfield, and Perencevich (2004:12), reading comprehension is process of learning from text where the reader interacts with the printed material to build new meanings. From that definition, the researcher defines reading comprehension in this research as the result of interaction process between a reader and a text in constructing new meanings from the text.

4. Recount Text

Achmad Doddy et al. (2008:24) define recount text as a report or retell of event or activity in the past. It is to inform or to entertain the readers. Based on the curriculum, recount text is learned by the first year students of senior high school.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension

Ability to read plays an essential role in language acquisition. Reading ability is regarded as the quality of being able to comprehend a written linguistic message. According to Hornby (1990:174), comprehension means the mind's act or power of understanding. It means that, comprehension has the same meaning with understanding. It can be explained that comprehension is capacity to grasp meaning in a text and also the writer's idea. It is not guarantee that students have known the meaning of the words, they can comprehend the text. Therefore, readers should develop their reading ability in order to master English well.

The major goal of reading for high school students is comprehension. Comprehension has been considered the goal and outcome of reading process (Neil Anderson, 2003:67-86). Therefore, comprehension is regarded as one of important factors that indicate how well people read (Rick Ostrov, 2003:1).

Comprehension is usually measured by comprehension questions from text we have read. Some experts have pointed out indicators to measure readers' comprehension. Zintz (1975:269) outlines some points to indicate someone' reading comprehension as follows:

- a. Understanding vocabulary,
- b. Remembering and using what one has read,

- c. Finding details,
- d. Understanding paragraph organization, and
- e. Getting meanings from the context through such abilities as finding the main idea, putting ideas in proper sequence to tell a story, or finding pertinent information in paragraphs to answer questions.

Besides that, according to Educational Testing Service (*ETS*, 2005:6), basic comprehension requires the reader to:

- a. Understand the general topic or main idea.
- b. Understand important facts and details.
- c. Understand vocabulary in context.
- d. Understand pronoun references.
- e. Make inferences about what is implied in a passage.

Furthermore, Zainil (2008:9) states that to comprehend a text can be done by understanding the topic, understanding topic sentence, understanding supporting details, understanding transitions (first, then, before, next, etc), and understanding thought patterns (cause-effect, comparison, chronological order, etc.)

From the above theories, it can be concluded that the primary purpose of reading is comprehension. The good readers are readers that can read with good comprehend. There are different kinds of text that can be read by the readers. Consequently, to measure readers' reading comprehension, the indicators should be match with the type of texts that readers read. In short, different kinds of texts have different indicators. It

means indicators to comprehend a text depend on the type of text. This research is focused on investigating students' reading comprehension of recount text. Therefore, in the next review, the researcher presents about reading comprehension of recount text.

2.2 Reading Comprehension of Recount Text

According to Joko Priyana et al. (2008:23), recount text is a report or retell of event or activity in the past. It is to inform or to entertain the readers. Besides that, Achmad Doddy et al. (2008:24) state that the purposes of recount text is reconstruct an events, experiences, and achievements from the past in a logical sequence.

There are five types of recount text. They are personal recount, factual recount, imaginative or literary recounts, procedural recount, and biographical recount (Joko Priyana et al, 2008:26). According to Achmad Doddy et al. (2008:1), senior high school students are expected to be able to identify meanings and information of a recount text.

Personal recount is retelling an event that the writer was personally involved in. For example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and we) and often to entertain and inform.

Factual recount is concerned with recalling events accurately. It can range from everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using

language that is precise, factual, and detailed, so that the readers gain a complete picture of event, experience or achievement.

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

A biographical recount tells the story of a persons' life using a third person narrator (he, she, and they). In this case of autobiography, first person narration (I, we) is used.

Text is organized in different text structures. A recount text has generic structure, namely an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that “rounds off” the sequence of events (Joko Priyana et al, 2008:18). Achmad Doddy et al. (2008:15) state that orientation provides the setting and introduces participants; series of events: tell what happened, in what sequence; and re-orientation contains optional closure of events. The following is an example of text structure of the recount text.

Table II.1

Text Structure of the Recount Text

Paragraph	Generic Structure
<ul style="list-style-type: none"> • I had a terrible day yesterday. First, I woke up an hour late because my alarm clock did not go off. (paragraph 1) • Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I did not have enough money. (paragraph 2) • Finally, I walked three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday. (paragraph 3) 	<ul style="list-style-type: none"> • Orientation: provides the setting and introduces participants. • Events: tell what happened, in what sequence. • Re-orientation: optional closure of events.

(Source: *Developing English Competencies 1: for Senior High School (SMA/MA) Grade X*)

It is important for the students to understand the text structure of recount text. It is because; understanding the text structure of recount text can facilitate students' reading comprehension of recount text.

Language features of recount text make this type of text differ with other kinds of texts. The language features of recount text includes the use of simple past tense, a range of conjunction (although, because, while), the use of adverb phrase to indicate time and place (yesterday, last week, at home, outside), the use of action verb (played, visited), the use of adjectives to describe nouns and the use of specific participant (Mr. Sepri, I, we) (Joko Priyana et al, 2008:11).

Besides that, recount text is also characterized by signal words. In recount text, students find words and phrases used to start, connect a sentence with the next one, and end your composition (Joko Priyana et al, 2008:28). Those words and phrases are first, then, after that, finally, etc.

In conclusion, first year students of State Vocational Senior High School 1 Logas Tanah Darat are expected to be able to comprehend recount text. Comprehending recount text requires the students to:

- a. Identify the topic,
- b. Identify information in structure of recount text (orientation, events, and re-orientation), and
- c. Identify the language features of recount text (use of past tense to locate events in relation to writer's time; use of nouns and pronouns to identify people or things involved; use of adverbs and adverbial phrases to indicate place and time; use of conjunction and time connectives to sequence the events; use of action verbs to refer to events; and use of adjectives to describe nouns).

2.3 Review of Vocabulary

2.3.1 Nature of Vocabulary

As explained in the background of the study, vocabulary takes such a fundamental role in mastering English as foreign language. There are some definitions of vocabulary proposed by some experts.

Hornby (1995: 1331) mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings. Richard and Schmidt (2002: 580) argue that a set of lexemes, including single words, compound words and idioms. Shared reading, defined by Hatch and Brown (1995) as the term

vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.

According to Ur (1996: 60) vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term “words” here means that the new item of vocabulary maybe more than a single word, for example, father-in-law and police office, which are made up from two or more words but express a single definition or idea. In other case there are also compound words called as multi-word idioms, for example call it a day.

From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language including single words, compound words and idioms that individual speakers of a language might use.

2.3.2 Kinds of Vocabulary

There are many kinds of vocabulary according to some experts. According to Nation (2001:24), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is

relatively larger than writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

Harmer (1991:150) distinguishes two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

Furthermore, Hornby (2006: 1645) defines vocabulary as all the words that a person knows or uses, all the words in a particular language, the words that people use when they are talking about a particular subject, and a list of words with their meanings.

In addition, Thornburry (2002:4) states that there are two kinds of vocabulary or words. They are grammatical words (or function words) and content words. Further, he states that:

In term of the meanings associated with these word classes, we can make a crude division into two groups. On the one hand, there are words like for, and, them, to that mainly contribute to the grammatical structure of the sentence. These are called grammatical words (or function words) and are generally prepositions, conjunctions, determiners, and pronouns. On the other hand, there are content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs (Thornburry, 2002:4).

In relation to kinds of vocabulary, Nation (2008:13-14) states that there are four kinds of vocabulary in the text: High frequency words. These words are almost 80% of the running words in the text; Academic words. Typically, these words make up about 9% of the running words in the text; Technical words. These words make up about 5% of the running words in the text; Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

According to some experts' opinions above, it can be withdrawn a conclusion that vocabulary can be sorted as follows:

- a. Perceptive and productive vocabulary
- b. The stock of words which have been taught by the teacher or learnt by the students and those of which the students will recognize when they meet them.
- c. Grammatical and content words

d. Academic, technical, low frequency, and high frequency words

2.3.3 Importance of the Vocabulary

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of words and their meanings, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary.

Thornburry (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, Cameron (2001:72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

1. Promoting Fluency. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.
2. Boosting Comprehension. Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.
3. Improving Achievement. A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.
4. Enhancing Thinking and communication. Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to Chart out a new

word's meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

2.3.4 Vocabulary Mastery

According to John (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple

words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added. In his book, `

a. Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning.

Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1. Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

2. Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant- and nymy”, the two parts mean “opposite + name”. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

3. Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

4. Denotation

Denotative meaning is called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning

refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

b. Use

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

c. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

d. Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components

range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly. According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

Richards (1976) list the different things teaching need to know about a word before we can say that they have taught it. These include:

1. The meaning(s) of the word
2. Its spoken and written forms
3. What “word parts” it has (e.g., any prefix, suffix, and “root” form)

4. Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in)
5. Its collocations
6. Its register
7. What associations it has (e.g., words that are similar or opposite in meaning)
8. What connotations it has
9. Its frequency

2.3.5 Principle of Vocabulary Teaching and Learning

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001:93) writes down the general principles to help children for learning vocabulary:

- a. Teachers can model how to use strategies and draw children's attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.
- b. Teacher can teach the sub skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.
- c. Classroom task can include structured opportunities for using strategies. Example: when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.

- d. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.
- e. Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they need to learn more about.

Brown (2002: 377) proposed some guidelines of communicative instructions in teaching and learning vocabulary:

- a. Allocate specific class time to vocabulary learning.
- b. Help students to learn vocabulary in context.
- c. Play down the role of bilingual dictionaries.
- d. Encourage students to develop strategies for determining the meaning of words.
- e. Engaged in “unplanned” vocabulary teaching.

2.3.6 Vocabulary Teaching

Knowing the characteristics of the students is somehow important for teachers. It will be much helpful for the teacher to know what the students feel, what they need, and how the suitable learning method is.

Jeremy (2001:37) states that:

The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought.

Students of junior high school are typically those who are in the age of 12-15 years old. They can be categorized as teenagers or adolescents. At this age, adolescents are looking for their identity and so that they have labil emotion. “It is widely accepted that one of the key issues in adolescence, especially perhaps in the west, is the search for individual identity, and that this search provides the key challenge for this age group (Harmer, 2001:39).

Furthermore, another characteristic of students of junior high school is that they are so enthusiasm and have passionate commitment to things which interest them. As what has been stated by Harmer (2001:39),

Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. There is almost nothing more exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm”. He also adds that “we have some way from the teaching of young children. We can ask teenagers to adress learning issues directly in a way that younger learners might not

appreciate. We are able to discuss abstract issues with them. Indeed part of our job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve for themselves- though still with our guidance.

In brief, teaching English vocabulary to Junior High School students needs an extra work and appropriate teaching method which is adjusted to the students' need and interest. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

2.4 Sentence Patterns

A student's comprehension of a recount text might be different with another. It because reading involves of semantic and syntax. Both of them have close relationship because in a text, the reader will find sentence pattern that related to the word order in a sentence. Therefore, the process of comprehend a text can be affected by ability to comprehend sentence pattern.

What is sentence pattern? To define it, it is better to define sentence first. Haryono (2002:176) defines a sentence as group of words that express ideas and has clear meaning. Besides, Lewis (2006) defines a sentence as a group of words satisfying the grammatical rules of a language as a complete thought. De Boer (1973) states that sentence patterns are formulas used by grammarians to illustrate the design of basic

English sentences. Moreover, Anker (2010:134) defines a sentence as the basic unit of written communication.

According to McWhorter (1986:70), a sentence expresses at least one key idea, which consists of a simple subject and a verb. In addition, Anker (2010:313) explains that a complete sentence in written standard English must have these three elements: a subject, a verb, and a complete thought. Here is an example of English sentence that made up of its basic components: “The cat sat.”

A subject refers to the topic about which sentence is written. Sometimes this is called the theme of the sentence. In the sample sentence we can see that the subject or theme of the sentence is “The cat”. The rest of the information in the sentence should relate to that subject. The verb relates to the cat by explaining what the cat is doing.

In detail, The subject of a sentence is the person, place, or thing that primarily acts, experiences, or is described in a sentence. The subject of a sentence can be a noun or a pronoun.

To find the subject, ask yourself, Who or what is performing the action in the sentence?

Person as subject : Isaac arrived last night.

[*who* is the sentence about? *isaac*]

Thing as subject: The restaurant has closed.

[*what* is the sentence about? the *restaurant*]

Language Note: English sentences always have a subject because the verb

does not always have an ending that identifies the subject.

Example: Incorrect: Took the test.

Correct: Jerome took the test.

A compound subject consists of two or more subjects joined by *and*, *or*, or *nor*.

Two subjects: Kelli and Kate love animals of all kinds.

Several subjects: The baby, the cats, and the dog play well together.

A preposition connects a noun, pronoun, or verb with other information about it. A prepositional phrase is a word group that begins with a preposition and ends with a noun or pronoun, called the object of a preposition. The subject of a sentence is *never* in a prepositional phrase.

Example : Your dinner is in the oven.

Your dinner(Subject) is in(Preposition) the oven(Object of Preposition)

In the oven (Prepositional phrase)

Language note: *In* and *on* can be tricky prepositions for people whose native language is not English. Keep these definitions and examples in mind:

in = inside of (in the box, in the office) or at a certain time (in January, in the fall, in three weeks)

on = on top of (on the table, on my foot), located in a certain place (on the page, on Main Street), or at a certain time (on January 31)

Verbs, every sentence has a main verb, the word or words that tell what the subject does or that link the subject to another word that describes it. Verbs do not always immediately follow the subject: Other words may come between the subject and the verb. There are three kinds of verbs: action verbs, linking verbs, and helping verbs.

Action Verbs

An action verb tells what action the subject performs. To find the main action verb in a sentence, ask yourself: What action does the subject perform?

Action Verbs: The band played all night.

 The alarm rings loudly.

Linking Verbs

A linking verb connects (links) the subject to another word or group of words that describes the subject. Linking verbs show no action. The most common linking verb is *be* (*am*, *is*, *are*, and so on). Other linking verbs, such as *seem* and *become*, can usually be replaced by a form of the verb *be*, and the sentence will still make sense.

To find linking verbs, ask yourself: What word joins the subject and the words that describe the subject?

Linking Verbs: The bus is late.

 I feel great today. (I am great today.)

 My new shoes look shiny. (My new shoes are shiny.)

The milk tastes sour. (The milk is sour.)

Some words can be used as either action verbs or linking verbs, depending on how the verb is used in a particular sentence.

Action Verb: Justine smelled the flowers.

Linking Verb: The flowers smelled wonderful.

Language Note: The verb *be* cannot be left out of sentences in English.

Table II.2
Common Linking Verbs

Forms of Be	Forms of <i>Seem</i> and <i>Become</i>	Forms of Sense Verbs
Am	seem, seems,	look, looks, looked
Are	seemed	appear, appears,
is	become, becomes,	appeared
was	became	smell, smells, smelled
were		taste, tastes, tasted
		feel, feels, felt

Incorrect : Tonya well now

Correct : Tonya is well now.

However, English sentences are sometimes made up of basic components and extra information that make the sentence more detailed. The basic components and extra information are subject, verb, and object. For example, “The cat sat on the mat.” The object gives extra information about the cat - in this case, about its location.

Explanations above imply that a sentence has pattern so that it can express ideas and has clear meaning. In English, every sentence is a sequence of words, but not every sequence of words is a sentence (Fromkin et al, 2003:119). The sequence of words can be said as a sentence when they conform to the rules of sentence pattern. Therefore, sentence pattern can be simply defined as system of rules to compose or combine words in order to make sentence. This definition implies that knowledge of sentence pattern is very important for language learners. It is because, this knowledge helps them to create meaning from the written or spoken communication.

In English, there are six basic English sentence patterns. Anker (2010:320) explains the six basic English sentence patterns as follows:

- a. Subject-Verb (S-V). This is the most basic pattern.

S	V
Babies	<u>cry</u> .

- b. Subject-Linking Verb-Noun (S-LV-N)

S	LV	N
They	<u>Are</u>	children.

- c. Subject-Linking Verb-Adjective (S-LV-ADJ)

S	LV	ADJ
Parent	<u>Are</u>	tired.

- d. Subject-Verb-Adverb (S-V-ADV)

S	V	ADV
They	<u>sleep</u>	poorly.

- e. Subject-Verb-Direct Object (S-V-DO). A direct object directly receives the action of the verb.

S V DO
 Teachers give tests. [The *tests* are given.]

- f. Subject-Verb-Direct Object-Indirect Object. An indirect object does not directly receive the action of the verb.

S V DO IO
 Teachers give tests to students. [The *tests* are given; the *students* are not]

Students' ability to identify the six basic English sentence patterns above indicates their understanding of sentence pattern. In other words, a student can be said understand the sentence patterns, if he/she can identify the six basic English sentence patterns.

In conclusion, understanding sentence patterns requires students to identify the six basic patterns. Anker (2010:320) explains that although there are other patterns, they build on these six. Regarding the understanding of sentence pattern is very important for language learners, these requirements can be used to assess students' understanding of sentence pattern. In other words, students can be tested on identifying the six basic sentence patterns since they are the indicators of understanding sentence patterns.

2.5 Relationship between Sentence Pattern and Vocabulary Mastery on Reading Comprehension of Recount Text.

The major goal of reading for high school students is comprehension. Comprehension has been considered the goal and outcome of reading process (Neil Anderson, 2003:67-86). Therefore,

comprehension is regarded as one of important factors that indicate how well people read (Rick Ostrov, 2003:1). different kinds of texts have different indicators. It means indicators to comprehend a text depend on the type of text.

Based on Murcia (2001) stated grammar and vocabulary have been viewed as completing elements in language teaching. It shows us that grammar especially sentence pattern has a close relationship with vocabulary mastery. Both of them can be combined as the factors that influence reading comprehension.

Specifically, every paragraph in recount text is made up of sentences which use simple past tense (had, visited), specific subject (Mr. John, I, we), action verb (helped, crutched), object, and adverb phrase to indicate when and where (yesterday, after lunch, in the shed, at home, outside) (Doddy, Sugeng and Effendy, 2008:14). So, in order to read the recount text with comprehension, the students should be able to understand the pattern of those sentences. This idea is in line with McWorther (1986:16), who argues that understanding sentence pattern can influence comprehension. In short, to understand the whole text, the students should have knowledge of sentence patterns. Thus, it is necessary for the students to have reading ability in understanding sentences pattern in order to read with good comprehension. another important factor in comphending a text is vocabulary. vocabulary is an important factor in the comprehension of language and the number of words acquired by a

learner is related to competent language use (Nation, 1990). Students who have a limited vocabulary are at risk of not becoming proficient in reading (Beck and McKeown, 2005; Blachowicz and Fisher, 2000). In addition, vocabulary is a major factor of poor reading comprehension, and students' word knowledge is strongly linked to success in academics (NRP, 2000 and Nagy, 1998). Stahl and Nagy (2006) add that the more words we have, the more complex ways we can think about the world.

Regarding the theories above, it can be inferred that sentence pattern is related to vocabulary mastery both of them are related to reading comprehension.

2.6 Relevant Research

Some studies have been undertaken focusing on the various aspects of English sentence pattern in different text types. Purwata (2008), for example, did a descriptive qualitative research to analyze the sentence patterns used in Westlife song lyrics. His steps in taking and collecting the data are reading the lyrics of the songs, listening to the cassette, and selecting the songs as the samples and writing down the three lyrics of the selected songs. Having analyzed the data, he finally found seventeen kinds of the sentence patterns. The most sentence patterns of the lyrics used as the samples were kernel sentences and transformed sentences. Through the discussion, the researcher also found the substandard English words, such

as I've, 'cause, and gonna. The sentence patterns of the Westlife's songs consists of noun phrase plus verb phrase, some sentences consist of conjunction plus noun phrase plus verb phrase, some sentences consist of adverb of place plus noun phrase plus verb phrase.

Then, Fadilah (2008) did a descriptive qualitative research to study the type of English sentence of reading text of English course book for junior high school students in grade VII. The results of her study showed that the types of sentence used in reading text book were simple sentence, compound sentence, complex sentence, and compound complex sentence. There were thirty four of simple sentences are found. Then, twelve of compound sentences and nine of complex sentences. And the last, there was just one compound complex sentence is found.

Furthermore, Zaki (2010) carried out a research to analyze structures of sentence or sentence patterns used in headline of FourFourTwo Magazine Website. He found that the sentence pattern in headlines of FourFourTwo magazine website consists of combination of predication and modification; complementation and modification; predication-complementation-modification. There were also several sentences that only consist of structure of modification. In addition, he concluded that the most frequently syntactic structure used in the headlines is combination of structure of predication-complementation and modification.

Then, a study conducted by Rokhuma : 2011 entitled Comparative Study of Using Crossword Puzzle and Quarted Card to Enhance Students' Vocabulary Mastery. The method used in this study was true experimental by dividing the subjects into two experimental groups. Experimental group 1 was taught by using crossword puzzle and experimental group 2 was taught by using quarted card. The research design used was pre test-post test comparison group. The sample was taken from 27 students of IV A and 28 students of IV B at MI Al Iman Banaran Gunung Pati Semarang. The research findings concluded that crossword puzzle was more effective than quarted game.

A study conducted by Firooz Sadighi et al (2008:145-158) did a study with title "Effects of Text Structure on Reading Comprehension as measured by Structured and Unstructured Summary Writing". The study was as an attempt to measure Iranian EFL learners' knowledge of rhetorical organizations (time sequence, causality, and problem solution) through structured and unstructured summary writing. The result of their study confirmed the effect of rhetorical organizations knowledge on learners' reading performance.

Sherliane T.Poi (2013) Faculty of English FKIP University Sintuwu Maroso Poso. The Title of research "The Students' Attitude Toward English Reading and It's Correlation to Their Achievement in Reading Comprehension". This research is the quantitaive research, correlation. The sample of this research is 35 students as object of the

research. In collecting the data, the researcher used questionnaires and test. The aim of this study is To find out the correlation between the students' attitude toward english and their reading comprehension. The result of correlation between students' attitude and students' reading comprehension is from 35 students, 100% students that get good achievement in reading comprehension have positive attitude toward reading, students that get fairly good achievement in reading comprehension 66,66% have positive attitude and 33,33% have negative attitude in reading. Students with fair achievement in reading comprehension 61,53% have positive attitude and 38,46% have negative attitude. Students with poor achievement in reading comprehension 45,45% have positive attitude and 54,55% have negative attitude. Students with very poor achievement 100% have negative attitude. The highest score in reading comprehension got by the students with positive attitude and the lowest score got by the students with negative attitude.

Hagard (1982, 1985) developed the Vocabulary Self-Collection Strategy (VSS) for secondary students. In Vocabulary Self-Collection, students individually select unfamiliar words from content area or literature selections and use context to determine possible meanings. Students then meet in small groups to discuss and select two or three words to nominate to the class. The class meets together to discuss the nominated words. Words that cannot be defined from context are looked up in a dictionary or glossary. The class decides on a word list and the

teacher finalizes the list by adding any additional words deemed essential to the current study. Students record their words in vocabulary notebooks or logs, and the teacher plans follow-up activities to provide additional learning experiences with the chosen words.

The last, a study conducted by Ika : 2015 : entitled : The Use of Word Search Game to Develop Students' Vocabulary Mastery Of The Seventh Year Students at Mts Tarqiyatul Himmah. The objects of the research were two classes in the seventh year of MTs Tarqiyatul Himmah. The first class was 7A as the control group and the second class was 7B as the experimental group. The data was collected from the score of pre-test and post-test after the treatment. The data was tested using ttest formula by comparing the mean score of pre-test and post-test from both classes. The level of significance was set equal or less than 5%. The result of this study showed that t-value 5, 011 was higher than t-table 2, 063 with the degree of freedom (df) of 25. The research findings indicated that there was significant difference between control and experimental class after teaching vocabulary using word search game.

From the relevant researches above, the researcher concluded that some researchers and professionals had studied about sentence patterns in different ways and also vocabulary mastery. However, none of them studied on sentence pattern as a factor for predicting students reading comprehension. Therefore, this research is proposed as further study on

sentence patterns as factors in predicting students' reading comprehension of recount text at senior high school level.

2.7 Operational Concept

This research has three variables. The first one is the students' understanding of sentence pattern. The second one is the students' vocabulary mastery. Then, the third one students' reading comprehension of recount text. The students' understanding of sentence pattern is the first independent variable (also called variable X^1). The students' vocabulary mastery is the second independent variable (also called variable X^2). Furthermore, the students' reading comprehension of recount text is a dependent variable (also called variable Y).

After reviewing the related literatures on the variables of this research, it can be concluded that the indicators as the operational concept for the three variables of this research as follows:

Table II.3
The Indicator Descriptions of The Research Variable

Variable	Indicators	Example of Questions
Understanding of sentence pattern	Students are able to identify the six basic English sentence patterns : 1. Subject – Verb (S-V)	- Consider this sentence: <i>They moved</i> Which sentence pattern is true according to the above sentence?

	<p>2. Subject-Linking Verb- Noun (S-LV-N)</p> <p>3. Subject- Linking Verb- Adjective (S-LV-ADJ)</p> <p>4. Subject-Verb-Adverb (S-V-ADV)</p> <p>5. Subject-Verb-Direct Object (S-V-DO)</p> <p>6. Subject-Verb-Direct Object- Indirect Object (S-V-DO- IO)</p>	<p>- Consider this sentence: <i>She was seventeen</i> Which sentence pattern is true according to the above sentence?</p> <p>- Consider this sentence: <i>She wasn't happy</i> Which sentence pattern is true according to the above sentence?</p> <p>- Consider this sentence: <i>He examined carefully</i> Which sentence pattern is true according to the above sentence?</p> <p>- Consider this sentence: <i>I read an article</i> Which sentence pattern is true according to the above sentence?</p> <p>- Consider this sentence: <i>Dad took Yoko to the doctor</i> Which sentence pattern is true according to the above sentence?</p>
Mastery of vocabulary	<p>1. Students are able to write the words in correct spelling.</p> <p>2. Students are able to identify the meaning of the words.</p> <p>3. Students are able to use the words in context.</p>	<p>- Please write this word!</p> <p>- Choose the English word that means :</p> <p>- Choose the best word to fill the blanks</p>

Reading comprehension of recount text	1. Students are able to identify the topic 2. Students are able to identify the orientation 3. Students are able to identify the events 4. Students are able to identify the reorientation 5. Students are able to identify the language features.	- What is the text mainly about? - The text tells about? - What was the name of the teacher? - What did the doctor do? - What is the closure of the text? - Which of the following sentences that is written in past tense in the text?
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2.8 Assumption and Hypothesis

2.8.1 Assumption

McWorther (1986:16), stated that understanding sentence pattern can influence comprehension. Beck and McKeown, (2005); Blachowicz and Fisher (2000) also stated that students who have a limited vocabulary are at risk of not becoming proficient in reading. It is assumed that sentence pattern and vocabulary could predict students' reading comprehension. In other words, the better students' understanding of sentence pattern and vocabulary, the better their reading comprehension of recount text will be. This study also assumed that there was a significant

correlation between students' understanding of sentence pattern and vocabulary on their reading comprehension.

2.8.2 Hypothesis

Ho₁ : There is no a significant influence of students' understanding of sentence pattern on their reading comprehension of recount text at State Vocational Senior High School 1 Logas Tanah Darat”.

Ha₁ : There is a significant influence of students' understanding of sentence pattern on their reading comprehension of recount text at State Vocational Senior High School 1 Logas Tanah Darat”.

Ho₂ : There is no a significant influence of students' vocabulary mastery on their reading comprehension of recount text at State Vocational Senior High School 1 Logas Tanah Darat”.

Ha₂ : There is a significant influence of students' vocabulary mastery on their reading comprehension of recount text at State Vocational Senior High School 1 Logas Tanah Darat”.

Ho₃ : There is no a significant influence of students' understanding of sentence pattern and vocabulary mastery on their reading comprehension of recount text at State Vocational Senior High School 1 Logas Tanah Darat”.

Ha₃ : There is a significant influence of students' understanding of sentence pattern and vocabulary mastery on their reading comprehension of recount text at State Vocational Senior High School 1 Logas Tanah Darat”.

CHAPTER III

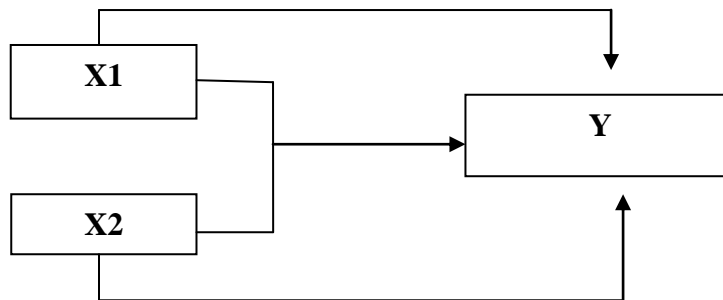
RESEARCH METHOD

3.1 Research Design

The primary purpose of this research is to find out the influence of understanding sentence pattern and vocabulary mastery upon reading comprehension of recount text. Thus, the appropriate research design for this research is a correlational research which analyzes the data by using statistical regression. According to Gay and Airisian (2000:311), a correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Like statistical correlations (product moment correlation coefficient), statistical regression examines the association or relationship between variables (Geoffrey Marczyk et al, 2005:239). However, the main purpose of statistical regression is prediction or finding the percentage of influence.

There were three variables used in this research, firstly independent variable students' understanding of sentence pattern that was symbolized by " X^1 " and students' mastery of vocabulary which is symbolized by " X^2 ", and dependent variable is students' reading comprehension symbolized by " Y ". The researcher believes that this research design is able to look at three variables and determine if a relationship exists between those variables.

Diagram III.1 Research Design Diagram



Where: X1 = Students' Understanding of Sentence Pattern (Independent variable)

X2 = Students' Mastery of Vocabulary (Independent variable)

Y = Their Reading Comprehension (Dependent variable)

(Hatch and Farhady, 1982:27)

3.2 Time and Location of the Research

This research was conducted at State Vocational Senior High School 1 Logas Tanah Darat. It was conducted in the first semester of 2019/2020 academic year. It was carried out from October 14th, 2019 to October 25th, 2019.

3.3 Subject and Object of the Research

The first year students of State Vocational Senior High School 1 Logas Tanah Darat participated as the subject of this research. And, the

object of this research is the influence of understanding sentence pattern and vocabulary mastery on reading comprehension.

3.4 Population and Sample of the Research

The first year students of State Vocational Senior High School 1 Logas Tanah Darat were referred to the population of this research. The sampling technique that was used in this research is total sampling where all students in the population would be referred as the research sample (Sugiyono, 2007). Gay and Airisian (2000:332) state that for a correlational research, “30 participants are generally considered to be a minimally acceptable sample size”. Thus, the researcher would take all students in population as research sample. The following table shows the description of population and sample of this research.

Table III.1
Research Sample

No	Students Group	Population			Sample (100%)
		Male	Female	Total	
1	Class A	15	19	34	34
2	Class B	16	19	35	35
3	Class C	15	20	35	35
4	Class D	20	16	36	36
5	Class E	21	14	35	35
Total		87	88	175	175

3.5 Technique of Collecting the Data

The researcher used test of understanding sentence pattern and test of vocabulary mastery and test of reading comprehension of recount text

as the technique of collecting the research data. Tests of understanding sentence pattern and vocabulary mastery would be used to find out the first year students' ability in understanding sentence pattern and mastering vocabulary at State Vocational Senior High School 1 Logas Tanah Darat. Then, reading comprehension test of recount text would be used to find out the first year students' reading comprehension of recount texts at State Vocational Senior High School 1 Logas Tanah Darat by giving them some recount texts with comprehension questions. All data that gained through test will be analyzed to find out the significant influence of understanding sentence pattern and vocabulary mastery on reading comprehension of recount text at the first year students of State Vocational Senior High School 1 Logas Tanah Darat.

According to Gay (2000:161), explained that validity is concerned with the appropriateness of the interpretation made from test scores. Furthermore, Gay (2000:169) stated that a good instrument must have two essential requirements: validity and reliability. Reliability is the degree to which a test consistently measures whatever it is measuring. Therefore, both tests should have validity and reliability. The followings were the procedures of validity and reliability testing of this research.

3.5.1 Testing Validity

Heaton (1995:159) states that the validity of a test is “the extent to which it measures what it is supposed to measure and nothing else”. In this

research, the research questions in the instruments had been formulated based on the indicators of each variable and a review of the related literature. Then, questions to be asked in the instrument were examined by the thesis advisor beforehand to ascertain their validity and appropriateness.

Table III.2
Blue Print of the Test

Variable	Indicators	Number of test items
Understanding of sentence pattern	Students are able to identify the six basic English sentence patterns : 1. Subject – Verb (S-V) 2. Subject-Linking Verb-Noun (S-LV-N) 3. Subject- Linking Verb-Adjective (S-LV-ADJ) 4. Subject-Verb-Adverb (S-V-ADV) 5. Subject-Verb-Direct Object (S-V-DO) 6. Subject-Verb-Direct Object- Indirect Object (S-V-DO-IO)	 1, 12, 14 and 22 19, 13, 9 and 3 2, 8, 16 and 21 23, 15, 10 and 4 5, 7, 18, 20 and 25 24, 17, 11 and 6

Mastery of Vocabulary	<ol style="list-style-type: none"> 1. Students are able to write the words in correct spelling. 2. Students are able to identify the meaning of the words. 3. Students are able to use the words in context. 	<p>1 to 7</p> <p>8 to 13</p> <p>14 to 20</p>
Reading comprehension of recount text	<ol style="list-style-type: none"> 1. Students are able to identify the topic 2. Students are able to identify the orientation 3. Students are able to identify the events 4. Students are able to identify the reorientation 5. Students are able to identify the language features. 	<p>1, 6, 11, 16 and 21</p> <p>2, 3, 7, 12, and 17,</p> <p>8, 13, 14, 22 and 23</p> <p>4, 9, 18, 19 and 24</p> <p>5, 10, 15, 20 and 25</p>

3.5.1.1 Validity of Understanding of Sentence Pattern Test

Table III.3
The Validity of Understanding of Sentence Pattern Test

Items	r obtained	Status
1	0,043	Valid
2	0,037	Valid
3	0,042	Valid
4	0,035	Valid
5	0,034	Valid
6	0,004	Valid
7	0,036	Valid
8	0,027	Valid
9	0,035	Valid
10	0,043	Valid
11	0,041	Valid
12	0,002	Valid
13	0,015	Valid
14	0,041	Valid
15	0,022	Valid
16	0,038	Valid
17	0,022	Valid
18	0,018	Valid
19	0,013	Valid
20	0,048	Valid
21	0,032	Valid
22	0,047	Valid
23	0,027	Valid
24	0,012	Valid
25	0,023	Valid

The Understanding of Sentence Pattern Test consist of 25 items was tried out to 34 students. The validity of the test was analyzed by using SPSS 24.0 program version. The items are valid if r_{obtained} is smaller than α ($r_{\text{obtained}} < 0.05$). Table above shows that r_{obtained} of each item of the test is smaller than $\alpha = 0.05$ which means that the 25 items are valid. Thus, the understanding of

Sentence Pattern Test could be used to measure students' understanding of sentence pattern and collected data for the research.

3.5.1.2 Validity of Vocabulary Mastery Test

Table III.4
The Validity of Vocabulary Mastery Test

Items	r obtained	Status
1	0,033	Valid
2	0,024	Valid
3	0,016	Valid
4	0,007	Valid
5	0,043	Valid
6	0,021	Valid
7	0,048	Valid
8	0,035	Valid
9	0,004	Valid
10	0,044	Valid
11	0,017	Valid
12	0,008	Valid
13	0,042	Valid
14	0,039	Valid
15	0,009	Valid
16	0,037	Valid
17	0,029	Valid
18	0,002	Valid
19	0,021	Valid
20	0,038	Valid

The Vocabulary Mastery Test consist of 20 items was tried out to 34 students. The validity of the test was analyzed by using SPSS 24.0 program version. The items are valid if r_{obtained} is smaller than α ($r_{\text{obtained}} < 0.05$). Table above shows that r_{obtained} of each item of the test is smaller than $\alpha = 0.05$ which means that the 20 items are valid. Thus, the Vocabulary Mastery Test

could be used to measure students' vocabulary mastery and collected data for the research.

3.5.1.3 Validity of Reading Comprehension of Recount Text Test

Table III.5
The Validity of Reading Comprehension of Recount Text Test

Items	r obtained	Status
1	0,022	Valid
2	0,039	Valid
3	0,017	Valid
4	0,026	Valid
5	0,046	Valid
6	0,013	Valid
7	0,027	Valid
8	0,046	Valid
9	0,008	Valid
10	0,031	Valid
11	0,038	Valid
12	0,009	Valid
13	0,043	Valid
14	0,025	Valid
15	0,044	Valid
16	0,032	Valid
17	0,006	Valid
18	0,027	Valid
19	0,046	Valid
20	0,001	Valid
21	0,043	Valid
22	0,033	Valid
23	0,048	Valid
24	0,000	Valid
25	0,037	Valid

The Reading Comprehension Test consist of 25 items was tried out to 34 students. The validity of the test was analyzed by using SPSS 24.0 program version. The items are valid if r_{obtained} is smaller than α ($r_{\text{obtained}} <$

0.05). Table above shows that r_{obtained} of each item of the test is smaller than $\alpha = 0.05$ which means that the 25 items are valid. Thus, the Reading Comprehension Test could be used to measure students' reading comprehension of recount text and collected data for the research.

3.5.2 Testing Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Reliability refers to whether a test measure something well (Miles & Banyard, 2007:270). To test the instrument reliability, there are 2 ways to calculate these, the first manually calculation by using Hoyt's formula. Arikunto (2010:191-195) describes the steps of Hoyt's formula analysis as follows:

1. The sum of respondents' square:

$$JK_{(r)} = \frac{\sum X_t^2}{k} - \frac{(\sum X_t)^2}{(k \times N)}$$

where

$JK_{(r)}$ = the sum of respondent square

k = the sum of items

N = the sum of respondent

X_t = total square of each respondent

2. The sum of the item square:

$$JK_{(b)} = \frac{\sum B^2}{N} - \frac{(\sum B_t)^2}{(k \times N)}$$

where

$JK_{(b)}$ = the sum of item square

$\sum B^2$ = the sum of all correct item square

$(\sum B_t)^2$ = the square of total score

3. The sum of the total square:

$$JK_{(t)} = \frac{(\sum B) (\sum S)}{(\sum B) + (\sum S)}$$

$JK_{(t)}$ = the sum of total square

$\sum B$ = the sum of correct items

$\sum S$ = the sum of wrong items

4. The sum of the rest square:

$$JK_{(s)} = JK_{(t)} - JK_{(r)} - JK_{(b)}$$

5. Using F table to find out the respondent variance and the rest variance.

It needs the formula of d.b. (degree of freedom).

d.b. = The number of N of each variance – 1

$$\text{variance} = \frac{\text{the sum of square}}{d.b.}$$

d.b. total = $(k \times N) - 1$

d.b. respondent = $N - 1$

$$\text{d.b. item} = k - 1$$

$$\text{d.b. rest} = \text{d.b. total} - \text{d.b. respondent} - \text{d.b. item}$$

6. Using the Hoyt's formula.

$$r_{11} = 1 - \frac{V_s}{V_r}$$

r_{11} = the reliability of the whole items

V_s = the variance of respondent

V_r = the variance of the test

Table III.6

The Level of Reliability

No	Reliability	Level of Reliability
1	> 0.90	Very Highly Reliable
2	0.80 – 0.90	Highly Reliable
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Minimally Reliable
5	< 0.60	Unacceptably Low Reliability

(Cohen et al., 2007)

The second way, reliability of the instruments also can be calculated by using SPSS program. In this research to obtain the reliability range of

the test , SPSS 24.0 program version was applied as same as the reliability of the tests.

3.5.2.1 Reliability of Understanding of Sentence Pattern Test

To find out whether the test of understanding sentence pattern distributed to the students reliable or not, a tryout was conducted twice and the SPSS program was used to calculate the result to obtain the degree of the reliability and the result is presented in the following table :

Table III.7
Reliability Analysis of Understanding of Sentence Pattern Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.860	25

The table above shows the value of Cronbach Alpha is 0.860 which indicate the reliability of the understanding of sentence pattern test distributed to the students are highly reliable because the value is in the range of 0.80 – 0.90 which means the test is reliable and acceptable to be used as the instrument of the data collection.

3.5.2.2 Reliability of Vocabulary Mastery Test

To find out whether the test of vocabulary mastery distributed to the students reliable or not, a tryout was conducted twice and the SPSS program was used to calculate the result to obtain the degree of the reliability and the result is presented in the following table :

Table III.8
Reliability Analysis of Vocabulary Mastery Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.793	20

The table above shows the value of Cronbach Alpha is 0.793 which indicate the reliability of the vocabulary mastery test distributed to the students are reliable because the value is in the range of 0.70 – 0.79 which means the test is reliable and acceptable to be used as the instrument of the data collection.

3.5.2.3 Reliability of Reading Comprehension of Recount Text Test

To find out whether the test of reading comprehension distributed to the students reliable or not, a tryout was conducted twice and the SPSS program was used to calculate the result to obtain the degree of the reliability and the result is presented in the following table :

Table III.9
Reliability Analysis of Reading Comprehension Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.854	25

The table above shows the value of Cronbach Alpha is 0.854 which indicate the reliability of the reading comprehension test distributed to the students are highly reliable because the value is in the range of 0.80 – 0.90 which means the test is reliable and acceptable to be used as the instrument of the data collection.

3.6 Technique of Data Analysis

Before analyzing the data of each hypothesis, the researcher conducted the normality and homogeneity test by using Kolmogorov-Smirnov Test whether the sample distributed to the population. So, each score in all variables were analyzed equal score standard.

3.6.1 Normality Test of Students' Understanding of Sentence pattern (X1)

Table III. 10
The Test Distribution of Normality Test of Students'
Understanding of Sentence pattern (X1)

One-Sample Kolmogorov-Smirnov Test		
Mastery of Sentence pattern		
N		175
Normal Parameters ^{a,b}	Mean	18.33
	Std. Deviation	3.989
Most Extreme Differences	Absolute	.120
	Positive	.101
	Negative	-.120
Kolmogorov-Smirnov Z		1.589
Asymp. Sig. (2-tailed)		.103
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the table above, it can be seen the value of Mean is = 18.33 and standard deviation is = 3.989, the absolute value is = 0.12 and positive value is = 0.10 and negative value = - 0.12 and Kolmogorov-Smirnov Z is = 1.589 and total number of students is 175. By orienting number of significance, If probability value (Asymp. Sig. (2-tailed) > 0.05, (H_0) is accepted. If probability value (Asymp. Sig. (2-tailed) < 0.05 (H_0) is rejected. So, by looking at the table above, it can be said that $0.103 > 0.05$ it distributed normally.

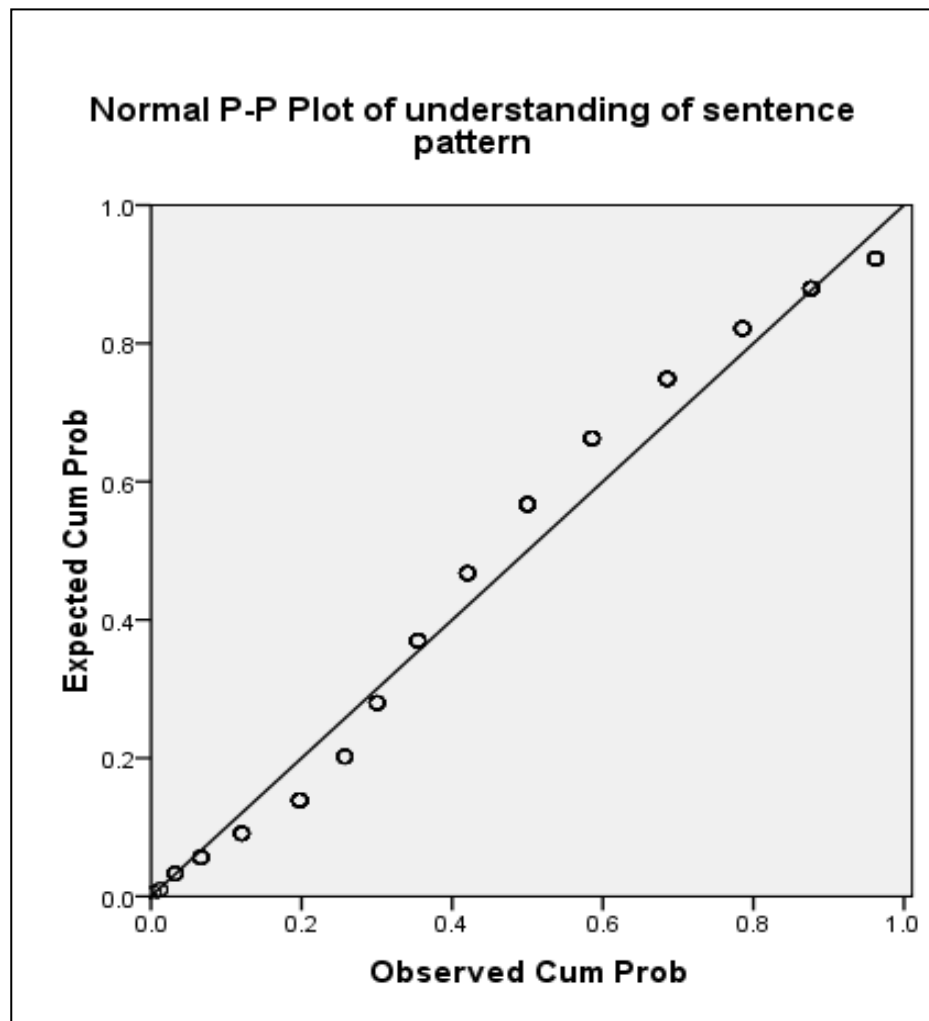


Chart III.1: The Chart of Test Distribution of Normality Test of Students' Understanding of Sentence pattern (X1)

3.6.2 Normality Test of Students' Vocabulary Mastery (X2)

The researcher conducted the normality test of Students' Vocabulary Mastery by using Kolmogorov-Smirnov Test whether the sample distributed to the population or not. So, each score in all variables was analyzed equal score standard as table below :

Table III. 11
The Test Distribution of Normality Test of Students'
Vocabulary Mastery (X2)

One-Sample Kolmogorov-Smirnov Test		
Vocabulary mastery		
N		175
Normal Parameters ^{a, b}	Mean	14.19
	Std. Deviation	3.118
Most Extreme Differences	Absolute	.145
	Positive	.105
	Negative	-.145
Kolmogorov-Smirnov Z		1.916
Asymp. Sig. (2-tailed)		0.095
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the table above, it can be seen the value of Mean is = 14.19 and standard deviation is = 3.118, the absolute value is = 0.145 and positive value is = 0.105 and negative value is = -0.145 and Kolmogorov-Smirnov Z is = 1.916 and total number of students is 175. By orienting number of significance, If probability value (Asymp. Sig. (2-tailed) > 0.05, (H_0) is accepted. If probability value (Asymp. Sig. (2-tailed) < 0.05 (H_0) is rejected. So, by looking at the table above, it can be said that $0.095 > 0.05$ it distributed normally.

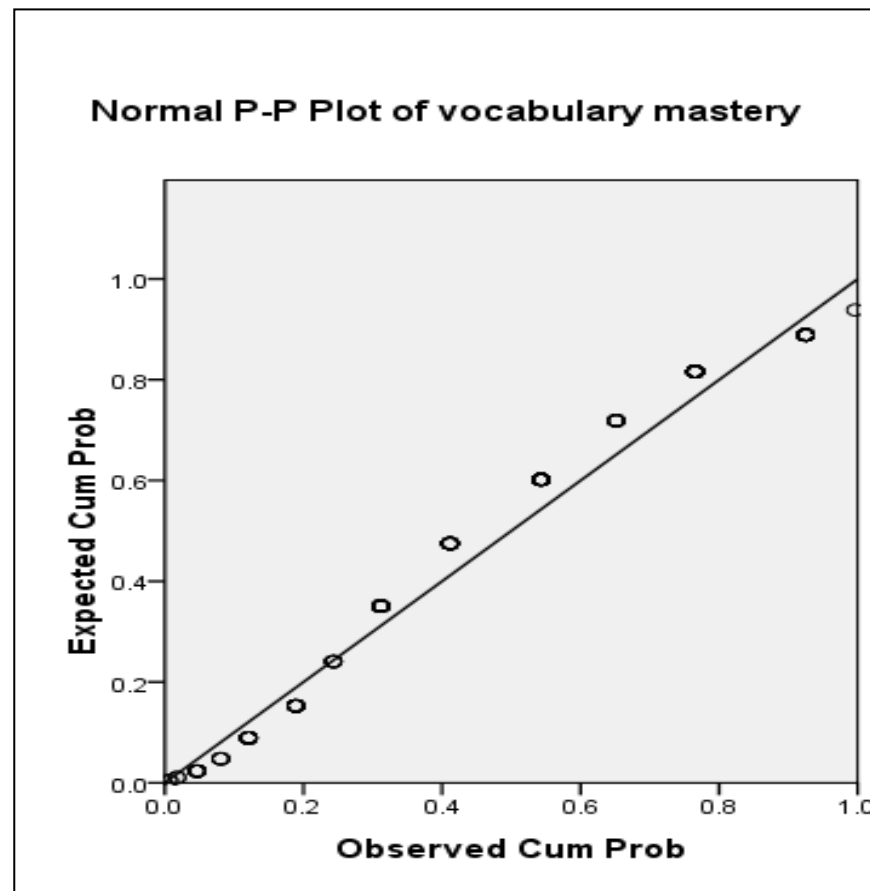


Chart III.2: The Chart of Test Distribution of Normality Test of Students' Vocabulary Mastery (X2)

3.6.3 Normality Test of Students' Reading Comprehension of Recount text

The researcher conducted the normality test of Students' Reading Comprehension of Recount text by using Kolmogorov-Smirnov Test whether the sample distributed to the population or not. So, each score in all variables was analyzed equal score standard at table below:

Table III.12

**The Test Distribution of Normality Test of Students'
Reading Comprehension of Recount text (Y)**

One-Sample Kolmogorov-Smirnov Test		
Reading comprehension		
N		175
Normal Parameters ^{a,b}	Mean	16.80
	Std. Deviation	4.159
Most Extreme Differences	Absolute	.118
	Positive	.107
	Negative	-.118
Kolmogorov-Smirnov Z		1.561
Asymp. Sig. (2-tailed)		0.078
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the table above, it can be seen the value of Mean is = 16.80 and standard deviation is = 4.159, the absolute value is = 0.118 and positive value is = 0.107 and negative value is = - 0.118 and Kolmogorov-Smirnov Z is = 1.561 and total number of students is 175. By orienting number of significance, If probability value (Asymp. Sig. (2-tailed) > 0.05, (H_0) is accepted. If probability value (Asymp. Sig. (2-tailed) < 0.05 (H_0) is rejected. So, by looking at the table above, it can be said that $0.078 > 0.05$ it distributed normally.

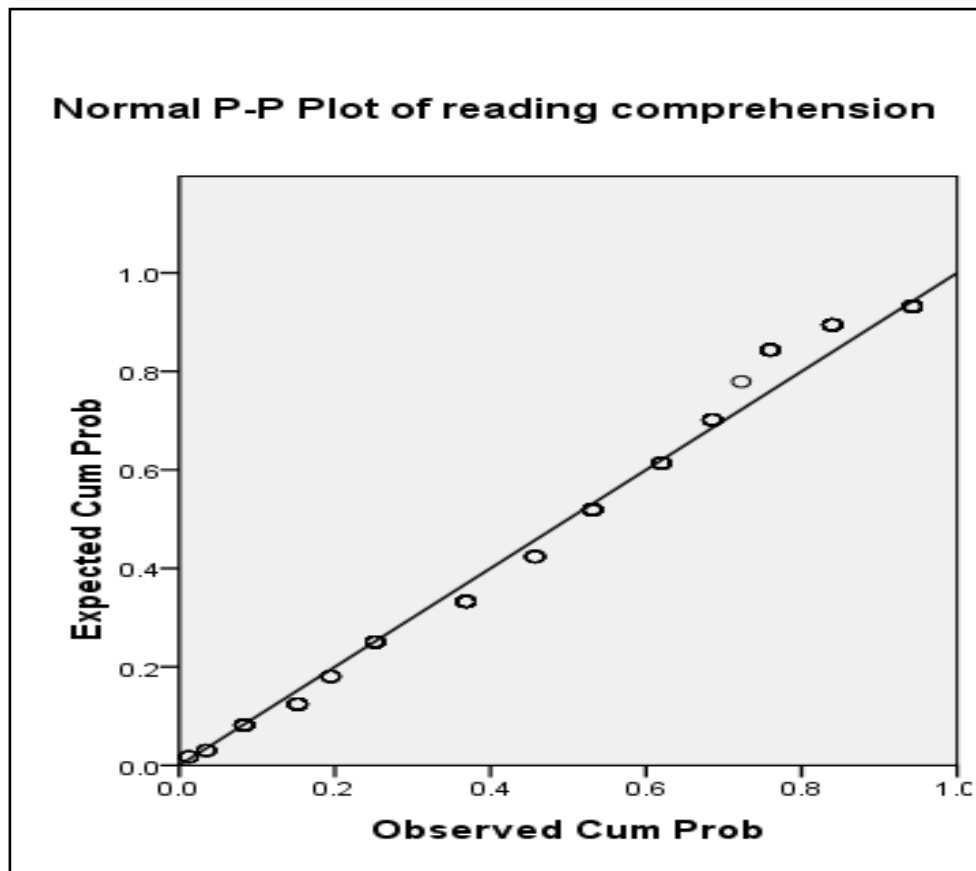


Chart III.3: The Chart of Test Distribution of Normality Test of Students' Reading Comprehension of Recount text (Y)

3.6.4 Homogeneity Test

The researcher also conducted homogeneity test as follows :

Table III.13
The Test Distribution of Homogeneity Test

Test of Homogeneity of Variances				
Variable	Levene Statistic	df1	df2	Sig.
understanding of sentence pattern	.781	13	160	.680
vocabulary mastery	1.077	13	160	.383

Based on the table above, it can be seen the value of test of homogeneity of understanding sentence pattern variance is = 0.68 where $0,68 > 0,05$. By orienting number of significance, If probability value > 0.05 , (H_0) is accepted. If probability value < 0.05 (H_0) is rejected. So, by looking at the value of test of homogeneity variances above, it can be said that understanding of sentence pattern is distributed the same variances. And then it also can be seen the value of test of homogeneity of vocabulary mastery variance is = 0.38 where $0,38 > 0,05$. By orienting number of significance, If probability value > 0.05 , (H_0) is accepted. If probability value < 0.05 (H_0) is rejected. So, by looking at the value of test of homogeneity variances above, it can be said that vocabulary mastery is distributed the same variances.

3.6.5 Linearity Test of Students' Understanding of Sentence pattern on Their Reading Comprehension of Recount text

All variables hypothesis can be proved by statistical analysis. It is explained on the table below:

Table. III.14

Analysis of Variance of linearity of Students' Understanding of Sentence pattern on Their Reading Comprehension of Recount text

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
reading comprehension * understanding of sentence pattern	Between Groups	(Combined)	6971.557	15	464.770	1.796	.039
		Linearity	3214.380	1	3214.380	12.424	.001
		Deviation from Linearity	3757.177	14	268.370	1.037	.419
	Within Groups		41138.157	159	258.731		
	Total		48109.714	174			

Table above explains whether there is the data linear or not on students' understanding of sentence pattern on their reading comprehension of recount text, the score of "sig" in the table above indicates the significant influence of students' understanding of sentence pattern on students' reading comprehension of recount text. If $\text{Sig} > \alpha$, H_0 is accepted, the regression data is not linear and If $\text{Sig} < \alpha$, if H_0 is rejected, the regression data are linear.

Based on the table above, it can be seen from score of "sig is lower than 0.05, $\text{sig}.0001 < 0.05$ so, it means that the data is linear on students' understanding of sentence pattern on their reading comprehension of recount text. The data analysis show that F value is 1,037 with significance value 0,419. And $0.05 < 0.419$. So it means that the data of Students' understanding of Sentence pattern on Their Reading Comprehension of Recount text are linear.

3.6.6 Linearity Test of Students' Vocabulary Mastery on Their Reading Comprehension of Recount text

Table. III.15

Analysis of Variance of linearity of Students' Vocabulary Mastery on Their Reading Comprehension of Recount text

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Reading comprehension on * vocabulary mastery	Between Groups	(Combined	8317.894	15	554.526	2.596	.002
		Linearity	5283.775	1	5283.775	24.733	.000
		Deviation from Linearity	3034.119	14	216.723	1.014	.442
	Within Groups		33966.963	159	213.629		
	Total		42284.857	174			

Table above explains whether there is the data linear or not on students' vocabulary mastery on their reading comprehension of recount text , the score of "sig" in the table above indicates the significant influence of students' vocabulary mastery on students' reading comprehension of recount text. If $\text{Sig} > \alpha$, H_0 is accepted, the regression data is not linier and If $\text{Sig} < \alpha$, H_0 is rejected, the regression data is linear. Based on the table above, it can be seen from score of "sig is lower than 0.05, sig.0.000 < 0.05 so, it means that the data are linear on students' vocabulary mastery on their reading comprehension of recount text. The data analysis show that F value is 1,014 with significance value 0,442.

And $0.05 < 0.442$. So it means that the data of Students' Vocabulary Mastery on Their Reading Comprehension of Recount text are linear.

3.6.7 Testing Hypothesis

In order to test each hypothesis in analyzing the data which is going to find out the influence of understanding sentence pattern (variable X^1) and mastery of vocabulary (X^2) on reading comprehension (variable Y), the researcher will use simple regression analysis. To do this, the researcher will follow the steps that suggested by Riduwan (2009:228-229) :

1. Make a table to help the researcher in calculating the correlation value.
2. Input the statistic numbers from table helper to the following formula:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

3. Find out how far is the contribution of variable X on variable Y by using the following formula:

$$KP = r^2 \cdot 100\%$$

Where,

KP: the amount of determination coefficient

r^2 : correlation coefficient

4. Test its significance by using t_{test} formula:

$$t_{\text{test}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The rule of testing: If the t-value is the same or less than the critical value in t table, so the null hypothesis is accepted. However, if the value of the t-calculated is bigger than t-table, it means the alternative hypothesis is accepted.

5. Give interpretation to the t-value in which the formula for degrees of freedom is $df = n - 2$.
6. Make conclusion.

Table III.16

The Interpretation of Correlation

Rxy	Interpretation
0.00-20	The correlation between X^1 variable and Y variable or X^2 variable and Y variable is very weak/very low or can be told there is no correlation between the variable
0.20-0.40	There is weak/low correlation between X^1 variable and Y variable or X^2 variable and Y variable
0.40-0.70	There is enough/medium correlation between X^1 variable and Y variable or X^2 variable and Y variable
0.70-0.90	There is strong correlation between X^1 variable and Y variable or X^2 variable and Y variable
0.90-1.00	There is Very Strong Correlation between X^1 variable and Y variable or X^2 variable and Y variable

Then, following the analysis method posed by Toth (2007), Pearson Correlations would be computed to assess the influence of students' understanding of sentence pattern and vocabulary mastery on their reading comprehension. So, it would be used to find out the correlation coefficient between all the variables above. The Formula Multiple Regression will be used to test the third hypothesis using SPSS version 24.0

CHAPTER IV

FINDING AND DISCUSSION

4. 1. Findings

In this section, the outcomes or results of the data analysis as the answer of the research questions were presented according to the sequence of the research questions. The findings were the outcomes of examining of (1) the influence of understanding of sentence pattern on reading comprehension, (2) the influence of vocabulary mastery on reading comprehension, (3) the influence of understanding of sentence pattern and vocabulary mastery on reading comprehension.

4.1.1 Is there any significant influence of students' understanding of sentence pattern on their reading comprehension in grade X of State Vocational Senior High School 1 Logas Tanah Darat?

The first research question can be answered by statistical analysis using simple regression. Based on the data, it is explained on the tables below:

Table.IV.1 Analysis of Variance of Students' Understanding of Sentence pattern on Their Reading Comprehension of Recount text						
ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3214.380	1	3214.380	12.386	.001 ^a
	Residual	44895.334	173	259.511		
	Total	48109.714	174			
a. Predictors: (Constant), understanding of sentence pattern						
b. Dependent Variable: reading comprehension						

Based on the table above, it can be seen the value of Sig. (2-tailed) is 0.001 and value of F observed is = 12.386 where $0,001 < 0,05$, and total number of students is 175.

It indicates H_a is accepted = There is a significant influence of students' understanding of sentence pattern on their reading comprehension of recount text at State Vocational Senior High School 1 Logas Tanah Darat.

F = the significant score of students, α = the significant level

Table.IV.2
Coefficient Correlation of Students' Understanding of Sentence pattern on Their Reading Comprehension of Recount text

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	22.746	4.686		4.854	.000		
	Mastery of Sentence Patterns	.616	.063	.599	9.847	.000	1.000	1.000
a. Dependent Variable: Reading Comprehension								

Based on the above table, it can be seen that the value of T for Constant is 4.854, and the significant level of 0.05 was obtained 0.000, because T arithmetic > Sig then H_0 is rejected. whereas sig in Table B is 0,000, which means the probability 0,000, because the probability is less than 0.05, then H_0 is rejected.

it also can be seen that the value of T for X1 is 9.847, and the significant level of 0.05 is obtained 0.000, because $T_{\text{arithmetic}} > \text{Sig}$ then H_0 is rejected. whereas sig in Table B is 0,000, which means the probability 0,000, because the probability is less than 0.05, then H_0 is rejected.

Table.IV.3
Model Summary of Students' Understanding of Sentence pattern on Their Reading Comprehension of Recount text

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.582 ^a	.670	.610	16.109	1.804
a. Predictors: (Constant), understanding of sentence pattern					
b. Dependent Variable: reading comprehension					

The table above shows R is 0.582 which is the value of R square is 0.670. Standard Error of the Estimate is 16.11, note the descriptive analysis statistically that the value which is much smaller than the standard error.

By orienting number of significance, If probability > 0.05 , null hypothesis (H_0) is accepted. If probability < 0.05 alternative hypothesis (H_a) is accepted. So, by looking at the value of Sig. (2-tailed) that is $<$ than α (the significant level) it can be said that there is a **Significant Influence** of students' understanding of sentence pattern on students' reading comprehension of recount text because of the value of sig. (2-tailed) is $0.000 < 0.05$, and also the value of significant score (F), by comparing it with significant level 5%. Where $12.386 > 0.05$. This kind of regression includes **positive influence**. It

means that when students have good understanding of sentence pattern then followed by going up of students' reading comprehension of recount text or on the contrary when students have bad understanding of sentence pattern then followed by going down of the students' reading comprehension of recount text. Then, by looking at the value of regression, where R is 0.58. it can be interpreted that correlation between students' understanding of sentence pattern and students' reading comprehension of recount text is **enough correlation**.

In conclusion, hypothesis alternative (H_{a1}) is accepted. So, there is a significant influence of students' understanding of sentence pattern on students' reading comprehension of recount text of the first level of State Vocational Senior High School 1 Logas Tanah Darat.

4.1.2 Is there any significant influence of students' vocabulary mastery on their reading comprehension in grade X of State Vocational Senior High School 1 Logas Tanah Darat?

The second research question can be proved by statistical analysis using simple regression. It is explained on the table below:

Table: IV. 4
Analysis of Variance of Students' Vocabulary Mastery on
Their Reading Comprehension of Recount text

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2382.242	1	2382.242	9.013	.003 ^a
	Residual	45727.472	173	264.321		
	Total	48109.714	174			
a. Predictors: (Constant), vocabulary mastery						
b. Dependent Variable: reading comprehension						

Based on the table above, it can be seen the value of Sig. (2-tailed) is 0.003 and value of F observed is = 9.013. where $0,003 < 0,05$, and total number of students is 175.

It indicates H_a is accepted = There is a significant influence of students' vocabulary mastery on their reading comprehension of recount text at State Vocational Senior High School 1 Logas Tanah Darat.

F = the significant score of students, α = the significant level

Table.IV.5
Coefficient Correlation of Students' Vocabulary Mastery on Their Reading Comprehension of Recount text

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	50.469	5.744		8.786	.000		
	vocabulary mastery	.237	.079	.223	3.002	.003	1.000	1.000
a. Dependent Variable: reading comprehension								

Based on the above table, it can be seen that the value of T for Constant is 8.786, and the significant level of 0.05 was obtained 0.000, because $T_{arithmetic} > Sig$ then H_0 is rejected. whereas sig in Table B is 0,003, which means the probability 0,003, because the probability is less than 0.05, then H_0 is rejected.

It also can be seen that the value of T for X2 is 3.002, and the significant level of 0.05 is obtained 0.003, because $T_{arithmetic} > Sig$ then H_0 is rejected. whereas sig in Table B is 0,003, which means the probability 0,003, because the probability is less than 0.05, then H_0 is rejected.

Table.IV.6

Model Summary of Students' Vocabulary Mastery on Their Reading Comprehension of Recount text

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.723 ^a	.540	.520	6.258	1.764
a. Predictors: (Constant), vocabulary mastery					
b. Dependent Variable: reading comprehension					

In the table above shows R is 0.723 and R Square is = 0.540. Standard Error of the Estimate is 6.29, note the descriptive analysis for statistically that the value which is much smaller than the standard error.

By looking at the value of Sig. (2-tailed) that is $<$ than α (the significant level) it can be said that there is a **significant influence** of students' vocabulary mastery on reading comprehension of recount text because of the value of sig. (2-tailed) is $0.003 < 0.05$, it can be said that there is a **significant influence** between students' vocabulary mastery and reading comprehension of recount text, and also the value of significant score (F), by comparing it with significant level 5%. where $9.013 > 0.05$. This kind of Regression includes **positive influence**. It means that when students have high vocabulary mastery then followed by going up of students' reading comprehension of recount text or on the contrary when students have low vocabulary mastery then followed by going down of the students' reading comprehension. Then, by looking at the value of Regression (R = 0.723), it can be interpreted that

correlation between students' vocabulary mastery and reading comprehension of recount text is **strong correlation**.

In conclusion, hypothesis alternative (H_{a2}) is accepted. So, there is a significant influence of students' vocabulary mastery on students' reading comprehension of recount text of the first level of State Vocational Senior High School 1 Logas Tanah Darat.

4.1.3 Is there any influence of students' understanding of sentence pattern and vocabulary on their reading comprehension of recount text in grade X of State Vocational Senior High School 1 Logas Tanah Darat?

The third research question can be proved by statistical analysis using multiple regression. It is explained on the tables below:

Table: IV.7

Model Summary of Students' Understanding of Sentence pattern and Vocabulary on Their Reading Comprehension of Recount text

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.842 ^a	.785	.760	15.985
a. Predictors: (Constant), vocabulary mastery, understanding of sentence pattern				
b. Dependent Variable: reading comprehension				

To determine whether there is significant influence or not of students' understanding of sentence pattern and students' vocabulary mastery on students' reading comprehension of recount text, it can be seen from tables below:

Table IV.8

Analysis of Variance of Students' Understanding of Sentence pattern and Vocabulary on Their Reading Comprehension of Recount text

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4160.081	2	2080.040	82.140	.000 ^a
	Residual	43949.633	172	255.521		
	Total	48109.714	174			

a. Predictors: (Constant), vocabulary mastery, understanding of sentence pattern

b. Dependent Variable: reading comprehension

Table above explains whether there is an influence or not of students' understanding of sentence pattern and vocabulary on their reading comprehension of recount text, the score of "sig" in the table above indicates the significant influence of students' understanding of sentence pattern and mastery of vocabulary on students' reading comprehension of recount text. Based on the table above, it can be seen from score of "sig" is lower than 0.05, $\text{sig}.0.000 < 0.05$ so, it means that there is a significant influence of students' understanding of sentence pattern and vocabulary on their reading comprehension of recount text.

The table above also shows that the analysis of variance for multiple regression data produced an F ratio of 82.140. this indicates that the effectiveness of the independent variables in predicting the students' reading comprehension of recount text could not have been due to chance. Then, it can be concluded that the two factors are relevant in predicting and improving students' reading comprehension of recount text.

Table. IV.9

Coefficient Correlation of Students' Understanding of Sentence pattern and Vocabulary on Their Reading Comprehension of Recount text

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	40.269	6.845		5.883	.000
	understanding of sentence pattern	.214	.081	.206	2.638	.009
	vocabulary mastery	.160	.083	.150	1.924	.046
a. Dependent Variable: reading comprehension						

Based on the above table, it can be seen that the value of B Constant is 40.269 and the value of T for Constant is 5.883, and the significant level of 0.05 was obtained 0.000. It also can be seen that the value of B for X1 is 0.214, and the value of T is 2.638 and the significant level of 0.05 is obtained 0.009. It also can be seen that the value of B for X2 is 0.160, and the value of T is 1.924 and the significant level of 0.05 is obtained 0.046, because $T_{arithmic} > Sig$ then H_0 is rejected. whereas sig in Table B is 0,000, which means the probability 0,000, because the probability is less than 0.05, then H_0 is rejected.

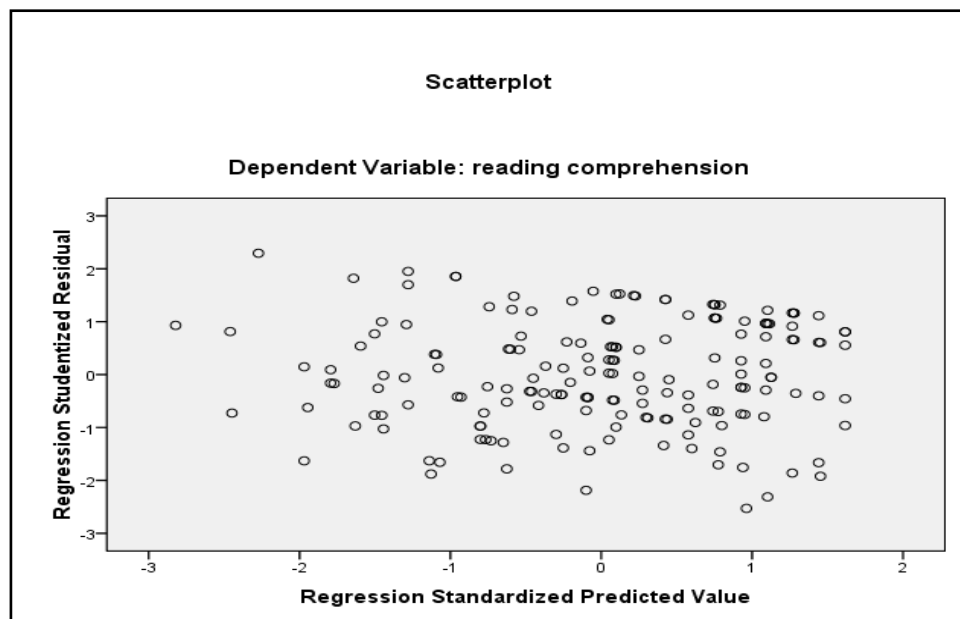


Chart IV.1: The Chart of Regression Standardized Predicted Value of Students' Understanding of Sentence pattern and Vocabulary on Their Reading Comprehension of Recount text

In conclusion, hypothesis alternative (H_{a3}) is accepted. So, there is a significant influence of students' understanding of sentence pattern and vocabulary on their reading comprehension of recount text of the first level of SMKN 1 Logas Tanah Darat. It can be proved by mean score of students' understanding of sentence pattern and vocabulary on their reading comprehension of recount text. The mean score of students' understanding of sentence pattern and vocabulary was $(73.30+70.97:2=72.14)$ and the mean score of students' reading comprehension of recount text is 67.31. It means that, both of the mean score of students' understanding of sentence pattern and vocabulary mastery, students' reading comprehension of recount text can be categorized into high level, so if the students have positive and high

understanding of sentence pattern and vocabulary mastery, they will have high reading comprehension of recount text.

4.2 The Combination of Students' Understanding of Sentence Pattern and Vocabulary Mastery and its Influence on their Reading Comprehension of Recount Text.

The students who understand the pattern of a sentence and master the vocabulary are they who are able to identify or recognize the pattern of a English sentence (mainar:2017) and also able to retell and use the words that they find in other sequences.

In reading an English text the students who understand the pattern of sentences and master the vocabulary will be easier to comprehend a text. they will easier to catch the ideas from the reading material because understanding sentence pattern passed by the students by recognizing the part of speech of the sentences. This idea in line with Glatthorn (1980) states that it is necessary to understand sentence patterns by recognizing some important parts of speech and sentence parts. And mastering vocabulary also help them to comprehend the text wholly because they know the meaning of the words which are constructed in the text.

In daily life we find the students who master the combination understanding of sentence pattern and vocabulary they never find such a

difficulties in learning process especially in the process of learning about the reading material. In this case the students in the first grade of state vocational high school learn about recount text.

After conducting the test to find out the students' understanding of sentence pattern which is consist of 25 multiple choice questions and to find out students' vocabulary mastery by giving 20 questions and to find out students' reading comprehension by giving them 25 multiple choice questions based on each variable indicators. The researcher find the data as follows :

Table IV.10
Descriptive Statistics of Students' Understanding of
Sentence pattern Score

Understanding Of Sentence Pattern			
1	N	Valid	175
2		Missing	0
3	Mean		73.30
4	Std. Error of Mean		1.206
5	Median		76.00
6	Mode		84
7	Std. Deviation		1.595
8	Variance		254.569
9	Skewness		-.415
10	Std. Error of Skewness		.184
11	Kurtosis		-.855
12	Std. Error of Kurtosis		.365
13	Minimum		32
14	Maximum		96
15	Percentiles	25	60.00
16		50	76.00
17		75	88.00

Based on the table above, it can be seen that Mean (M_x) =73.30 and Standard error of mean is = 1.206 and median=76.0 Standard deviation is =1.596 and variance is = 254.57, while skewness = -0.415 and the total

students of the first level of SMKN 1 Logas Tanah Darat who answered the students' understanding of sentence pattern tests are 175 respondents.

The minimum score of Students' understanding of Sentence pattern is 32 and the maximum score of Students' understanding of Sentence pattern is 96.

Table IV.11

Descriptive Statistics of Students' Vocabulary Mastery Score

Vocabulary Mastery			
1	N	Valid	175
2		Missing	0
3	Mean		70.97
4	Std. Error of Mean		1.178
5	Median		75.00
6	Mode		85
7	Std. Deviation		1.559
8	Variance		243.016
9	Skewness		-.649
10	Std. Error of Skewness		.184
11	Kurtosis		-.445
12	Std. Error of Kurtosis		.365
13	Minimum		30
14	Maximum		95
15	Percentiles	25	60.00
16		50	75.00
17		75	85.00

Based on the table above, it can be seen that Mean (M_x) =70.97 and Standard error of mean is = 1.178 and median=75.00 Standard deviation is =1.559 and variance is = 243.02, while skewness = -0.649 and the total students of the first level of SMKN 1 Logas Tanah Darat who answered the students' vocabulary mastery tests are 175 respondents. The minimum score of Students' vocabulary mastery is 30 and the maximum score of Students' vocabulary mastery is 95.

Table IV.12**Descriptive Statistics of Students' Reading Comprehension of Recount text Score**

Reading Comprehension			
1	N	Valid	175
2		Missing	0
3	Mean		67.31
4	Std. Error of Mean		1.257
5	Median		68.00
6	Mode		60
7	Std. Deviation		1.662
8	Variance		276.493
9	Skewness		-.100
10	Std. Error of Skewness		.184
11	Kurtosis		-.923
12	Std. Error of Kurtosis		.365
13	Minimum		32
14	Maximum		92
15	Percentiles	25	56.00
16		50	68.00
17		75	84.00

Based on the table above, it can be seen that Mean (M_x) =67.31 and Standard error of mean is = 1.26 and median = 68.00 Standard deviation is =1.662 and variance is = 276.29, while skewness = -0.100 and the total students of the second level of SMKN 1 Logas Tanah Darat who answered the students' understanding of sentence pattern tests are 175 respondents. The minimum score of Students' reading comprehension of recount text is 32 and the maximum score of Students' reading comprehension of recount text is 92.

The data above can be shortened to show clearer about the influence of students' understanding of sentence pattern and vocabulary mastery on their reading comprehension of recount text. it can be seen in the table below :

Table IV.13
The Mean Score of Variables

Variable	Mean Score
X1= Understanding of sentence pattern	73.30
X2= Vocabulary Mastery	70.97
Y= Reading Comprehension of Recount Text	67.31

From the table above we can see that the mean score of independent variables and dependent variable are almost same. These can be categorized in “Good” score. Here we can see clearly the influence of students' capability in independent variables on dependent variable. To show it more specifically let we notice the tables below :

Table IV.14**The Frequency Distribution of Students' Understanding of Sentence pattern Score (X1)**

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	8	1	.6	.6	.6
2	9	2	1.1	1.1	1.7
3	11	5	2.9	2.9	4.6
4	12	7	4.0	4.0	8.6
5	13	12	6.9	6.9	15.4
6	14	15	8.6	8.6	24.0
7	15	6	3.4	3.4	27.4
8	16	9	5.1	5.1	32.6
9	17	10	5.7	5.7	38.3
10	18	13	7.4	7.4	45.7
11	19	15	8.6	8.6	54.3
12	20	15	8.6	8.6	62.9
13	21	20	11.4	11.4	74.3
14	22	15	8.6	8.6	82.9
15	23	17	9.7	9.7	92.6
16	24	13	7.4	7.4	100.0
	Total	175	100.0	100.0	

From table above, the students' understanding of sentence pattern scores were varied. From the 175 students involved, the majority of the students' score were found at the scores 21 (20 students = 11.4 %), and then the score 23 (17 students = 9.7 %), then it was followed by 4 different scores 14, 19, 20 and 22 (15 students = 8.6 %), then score 18 and 24 (13 students = 7.4%), then it was followed by scores 13 (12 students = 6.9 %), then scores 17 (10 students = 5.7 %), and then 16 (9 students = 5.1%), then scores 12 (7 students = 4 %) then scores 15 (6 students = 3.4 %) and scores 11 (5 students = 2.9 %)

and then followed by the scores 9 (2 students = 1.1%) lastly the minority of the scores were found at the scores 8 (1 student = 0.6%).

Table IV.15

The Frequency Distribution of Students' Mastery of Vocabulary Score

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	6	2	1.1	1.1	1.1
2	7	2	1.1	1.1	2.3
3	8	8	4.6	4.6	6.9
4	9	4	2.3	2.3	9.1
5	10	10	5.7	5.7	14.9
6	11	14	8.0	8.0	22.9
7	12	5	2.9	2.9	25.7
8	13	19	10.9	10.9	36.6
9	14	16	9.1	9.1	45.7
10	15	30	17.1	17.1	62.9
11	16	8	4.6	4.6	67.4
12	17	32	18.3	18.3	85.7
13	18	24	13.7	13.7	99.4
14	19	1	.6	.6	100.0
	Total	175	100.0	100.0	

From table above, the students' mastery of vocabulary scores were varied. From the 175 students involved, the majority of the students' scores were found at the scores 17 (32 students = 18.3 %), then it was followed by scores 15 (30 students = 17.1%), there were 24 students that were found at the scores 18 (13.7%), then it was followed by scores 13 (19 students = 10.9%), then it

was followed by scores 14 (16 students = 9.1%), then it was followed by scores 11 (14 students = 8 %), then, scores 10 (10 students = 5.7 %) scores 8 and 16 (8 students = 4.6 %) then scores 12 (5 students = 2.9 %) then it was followed by scores 9 (4 students = 2.3%) scores 6 and 7 (2 students = 1.1 %) the minority of the scores were found at scores 19 (1 student = 0.6%).

Table IV.16
The Frequency Distribution of Students' Reading Comprehension of
Recount text Score

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	8	4	2.3	2.3	2.3
2	9	4	2.3	2.3	4.6
3	11	13	7.4	7.4	12.0
4	12	11	6.3	6.3	18.3
5	13	4	2.3	2.3	20.6
6	14	16	9.1	9.1	29.7
7	15	25	14.3	14.3	44.0
8	16	6	3.4	3.4	47.4
9	17	20	11.4	11.4	58.9
10	18	11	6.3	6.3	65.1
11	19	12	6.9	6.9	72.0
12	20	1	.6	.6	72.6
13	21	12	6.9	6.9	79.4
14	22	16	9.1	9.1	88.6
15	23	20	11.4	11.4	100.0
	Total	175	100.0	100.0	

From table above, the students' reading comprehension of recount text scores were varied. From the 175 students involved, the majority of the students' scores were found at the scores of 15 (25 students = 14.3 %), then it was followed by scores 17 and 23 (20 students = 11.4%), there were 16 students that were found at the scores 14 and 22 (9.1%), then it was followed by scores 11 (13 students = 7.4%), then it was followed by scores 19 and 21 (12 students = 6.9%), then it was followed by scores 12 and 18 (11 students = 6.3%), then it was followed by scores 16 (6 students = 3.4%), the scores 8, 9 and 13 (4 students = 2.3 %) then, the minority of the score was found at scores 20 (1 students = 0.6%).

The data of the tables above can be shortened based on the category of the scores, the data as follows:

Table IV.17
The Score of Variables Test Based on Category

Category of Scores	Students	Percentage
X1 :		
0-20 (very poor)	0	0 %
20 – 40 (poor)	3	1.7 %
40 – 60 (Fair)	39	22.3 %
60 – 80 (Good)	53	30.3 %

80 – 100 (Very Good)	80	45.7 %
	Total : 175	Total : 100 %
X2 :		
0-20 (very poor)	0	0 %
20 – 40 (poor)	4	2.3 %
40 – 60 (Fair)	36	20.6 %
60 – 80 (Good)	60	34.3 %
80 – 100 (Very Good)	75	42.8 %
	Total 175	Total : 100 %
Y :		
0-20 (very poor)	0	0 %
20 – 40 (poor)	7	4 %
40 – 60 (Fair)	44	25.1 %
60 – 80 (Good)	56	32 %
80 – 100 (Very Good)	68	38.9 %
	Total : 175	Total : 100 %

From the table above can be seen that the score of students for understanding sentence pattern in category Poor = 3 students (1.7 %), in category Fair = 39 students (22.3 %), in category Good = 53 students (30.3 %), in category Very Good = 80 students (45.7 %). And then the score of students for vocabulary mastery in category Poor = 4 students (2.3 %), in category Fair = 36 students (20.6 %), in category Good = 60 students (34.3 %), in category Very Good = 75 students (42.8 %). And the last the score of students for Reading Comprehension of Recount Text in category Poor = 7 students (4 %), in category Fair = 44 students (25.1 %), in category Good = 56 students (32 %), in category Very Good = 68 students (38.9 %). So, the scores were dominated by the scores in category Good and Very Good. The condition was happened in each variable (76 % for Understanding of Sentence Pattern Variable, 77.1 % for Vocabulary Mastery Variable and 70.9 % for Reading Comprehension Variable). It can be concluded that the capability of students in those 3 variables can be categorized “Good”. In other words majority of the students have “Good” capability in mastering all of the variables. It caused by the influence of independent variables on dependent variable is “High” it had been proved by the result of statistical analysis in the previous subchapter.

Next the researcher present the charts of students test result :

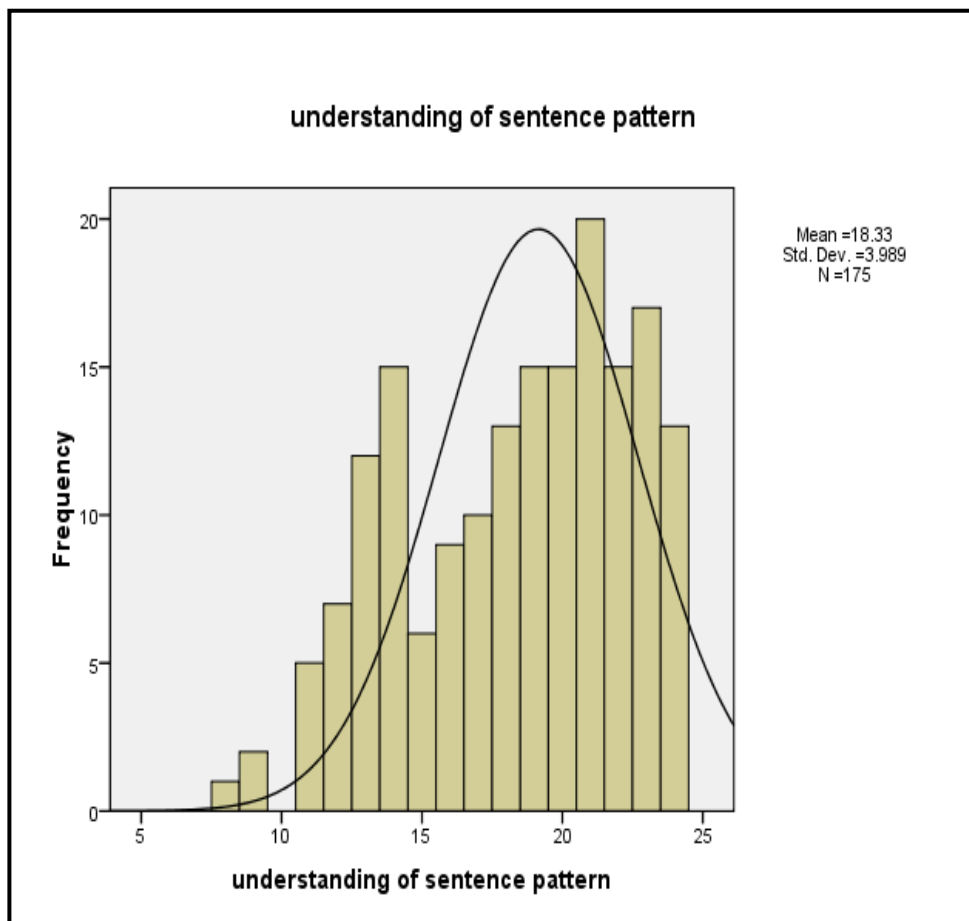


Chart IV.2: The Histogram of Frequency Distribution of Students' Understanding of Sentence pattern Score (X1)

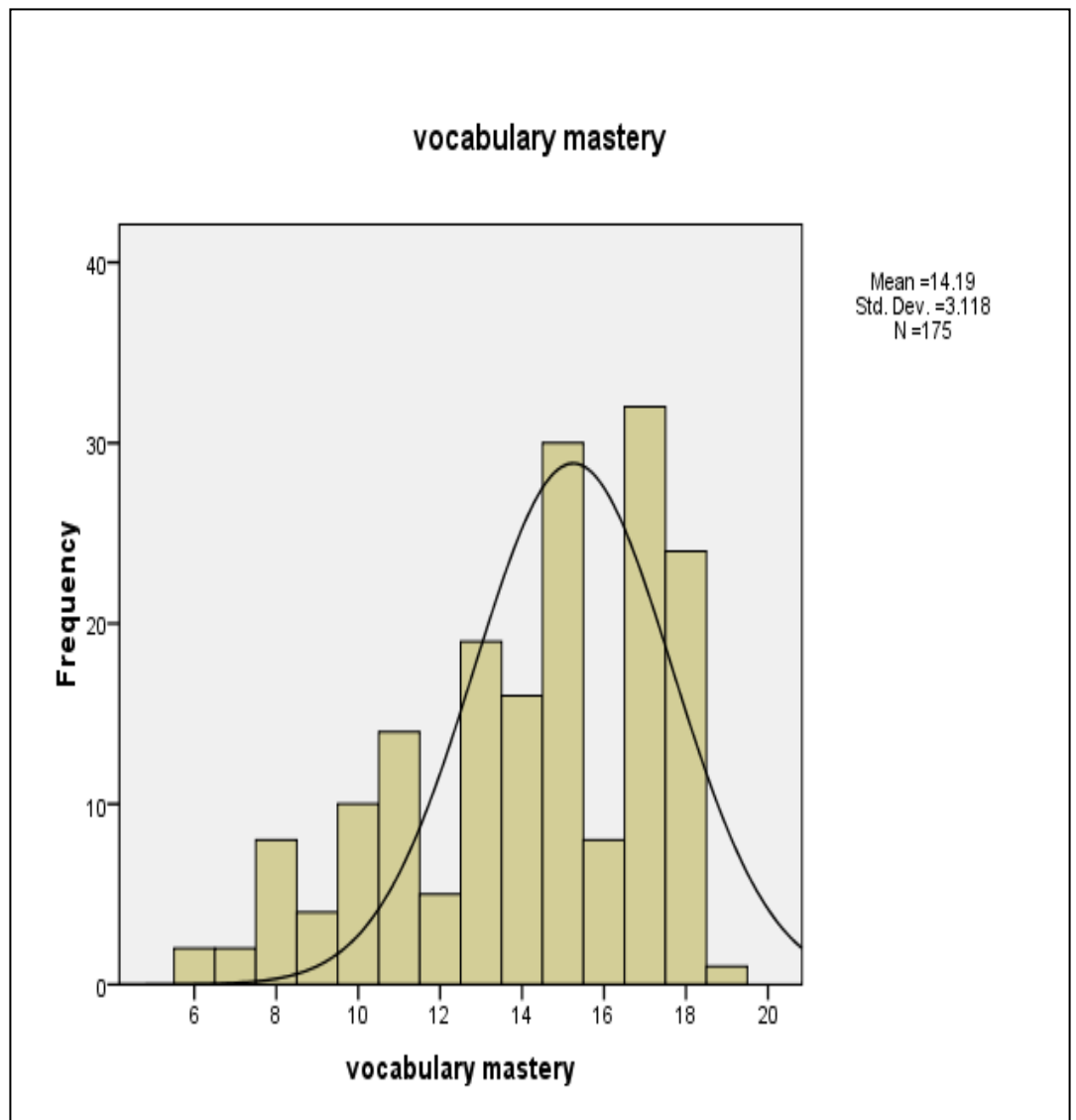


Chart IV.3: The Histogram of Frequency Distribution of Students' Mastery of Vocabulary Score

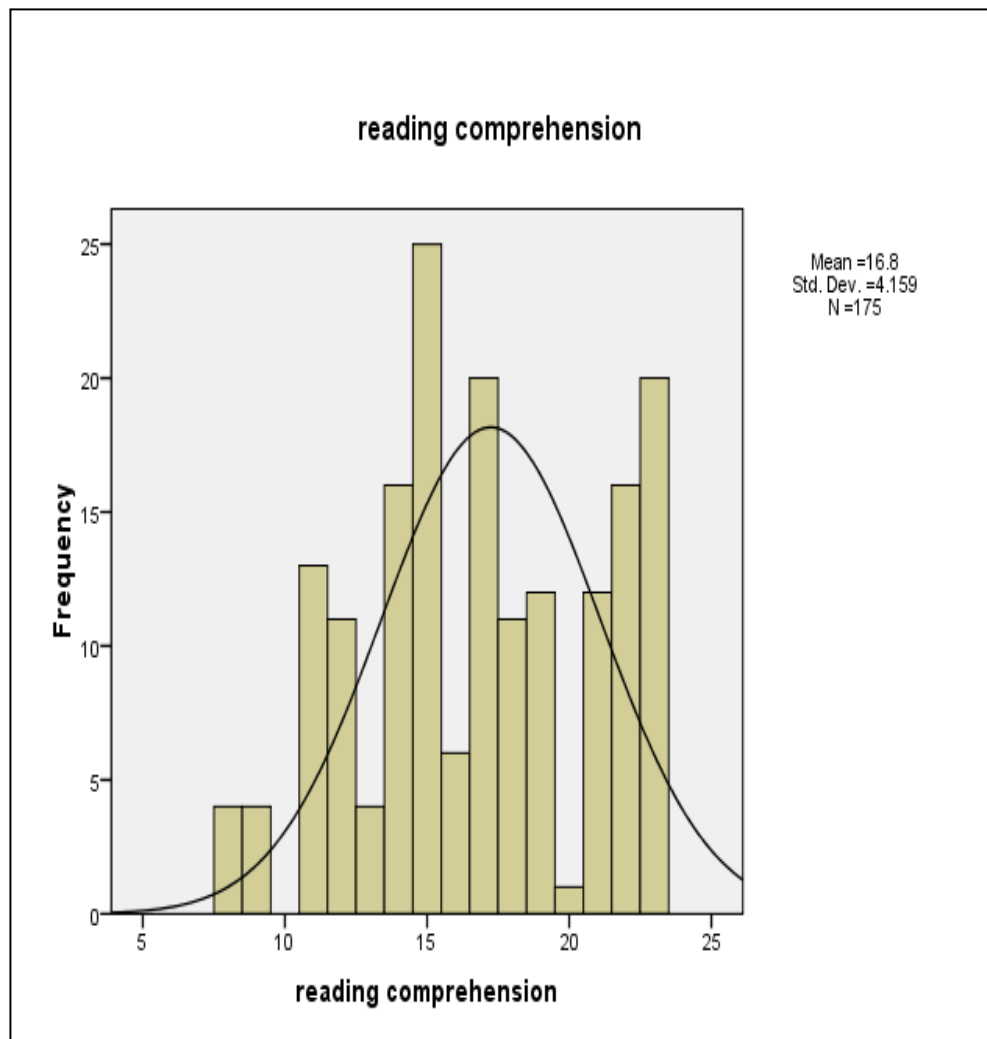


Chart IV.4: The Histogram of Frequency Distribution of Students' Reading Comprehension of Recount text Score

4.2. Discussion

In this study the major research question is; “Is there significant influence of student’s understanding of sentence pattern and vocabulary on their reading comprehension of recount text at the first grade of SMKN 1 Logas Tanah Darat?”. And then, there are three Hypothesis in this research, the first is H_a : showing the influence of student’s understanding of sentence pattern on their

reading comprehension of recount text, the second is Ha showing the influence of students' vocabulary mastery on students' reading comprehension of recount text, the last is Ha showing the influence of students' understanding of sentence pattern and vocabulary mastery on their reading comprehension of recount text.

Based on the main research question above, it can be divided into some minors' research questions. These research questions stated as follow:

1. Is there any significant influence of students' understanding of sentence pattern on their reading comprehension of recount text in grade X of State Vocational Senior High School 1 Logas Tanah Darat?
2. Is there any significant influence of students' vocabulary mastery on their reading comprehension of recount text in grade X of State Vocational Senior High School 1 Logas Tanah Darat?
3. Is there any significant influence of students' understanding of sentence pattern and vocabulary on their reading comprehension of recount text in grade X of State Vocational Senior High School 1 Logas Tanah Darat?

In order to answer objectives of the research about the influence of students' understanding of sentence pattern on their reading comprehension of recount text, Simple Regression analysis was conducted. As the finding of this study showed that there was significant influence of students' understanding of sentence pattern on students' reading comprehension of recount text. It can be known from the score of $\text{sig.} < 0.05$. Score of "sig." is 0.001. It also can be

seen from the mean score of students' understanding of sentence pattern was 73.30 and the mean score of students' reading comprehension of recount text was 67.31. It meant that if the students had high understanding of sentence pattern, they would have high reading comprehension of recount text. This finding supported by the result of research conducted by Ririnkholidiana (2018: 86). She found that there was a significant correlation between grammar mastery and reading comprehension with the coefficient correlation was .745.

Then, to know about the influence of students' vocabulary mastery on students' reading comprehension of recount text, the simple regression analysis was also used. The value of Sig. (2-tailed) is 0.003. It also can be seen from students vocabulary mastery mean score (70.97) and students' reading comprehension of recount text was (67.31), it indicated that if students had high mastery of vocabulary, they would have a high reading comprehension. The similar result from Saeed (2015: 667) she found that vocabulary mastery and reading comprehension have mutual influence on each other, and research shows that vocabulary mastery have more and better reading comprehension. This finding is in line with the findings of other studies in which vocabulary mastery had relation to reading comprehension (Ai, 1999; Atkinson, 2004; Fortner, 1986). This finding also support the idea of Bano et al (2014: 604) who state that reading comprehension and vocabulary mastery are not only positively related to each other but are also highly correlated.

Lastly, to find out about the influence of students' understanding of sentence pattern and vocabulary mastery on their reading comprehension of recount text the multiple regression analysis was also used. As the result of the study, the value of Sig. (2-tailed) < 0.05, the Sig. is 0.000. It also can be seen from the total of mean score of students' understanding of sentence pattern and vocabulary mastery ($73.30+70.97:2=72.14$) and the mean score of students' reading comprehension of recount text is 67.31. It is proved that, if students have high understanding of sentence pattern and vocabulary mastery, their reading comprehension also will be high. This finding in line with Murcia (2001) states that grammar and vocabulary have been viewed as completing elements in language teaching. It shows us that grammar especially sentence pattern has a close relationship with vocabulary mastery. Both of them can be combined as the factors that influence reading comprehension.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

Thus, based on the result, finding, it can be concluded that at the first grade of State Vocational Senior High School 1 Logas Tanah Darat. the higher students' understanding of sentence pattern, the higher score of students' reading comprehension would be, while the lower of students' understanding of sentence pattern, the lower of the students' reading comprehension would be. Then, the students' reading comprehension was also influenced by students' vocabulary mastery. The higher the students' vocabulary mastery the higher the students' reading comprehension, while the lower the students' vocabulary mastery of the lower of students' reading comprehension. So, in other words, both of students' understanding of sentence pattern and vocabulary mastery were positively affected students' reading comprehension.

In order to prove the influence of students' understanding of sentence pattern on their their reading comprehension of recount text and the influence of the students' mastery of vocabulary on their reading comprehension of recount text, simple regression is used. Then, multiple regression was used to determine the influence of students' understanding of sentence pattern and vocabulary mastery on their reading comprehension of recount text. the result found that the influence of both of independents variable is significant on the dependent variable.

Therefore, to improve the students reading comprehension it should be done by improving students' understanding of sentence pattern as well as their vocabulary mastery too.

5.2 IMPLICATION OF THE RESEARCH

The finding of this study indicated that there was a significant influence of students' understanding of sentence pattern and vocabulary on their reading comprehension of recount text. This finding was also similar to Toni Buzan's theory (2003) states that the knowledge of text organization can be used to increase reading speed and comprehension. Moreover, Kathleen (2010) also stated that if you can see how a paragraph is organized, it is easier to understand and remember. Thus, students' understanding of sentence pattern could highly influence how students comprehend what they read. It is believed that students with high understanding of sentence pattern usually progress more rapidly in comprehending the text. The influence of students' vocabulary mastery on students' reading comprehension, the finding was supported by Nation (1990) statements, he states that an important factor in the comprehension of language and the number of the words acquired by a learner is related to competent language use. It has got a positive impact on reading comprehension in each subject as well on overall academic text. Variance in reading comprehension is adequately explained by vocabulary mastery. Back Mc Keown (2005) also states that the students who have a limited vocabulary is at risk of not becoming proficient in reading.

mutual influence of vocabulary and reading comprehension is in such a way that on the one hand the vocabulary mastery of students causes to facilitate the process of learning and education.

5.3 RECOMMENDATION

After carrying out the research, it seems very vital for the researcher to give suggestions pertinent to the research findings whether for the English teachers or students in order that they are successful in teaching and learning English as a foreign language especially for reading comprehension. With the understanding of sentence pattern and vocabulary, the students get easier in comprehending what they read. It is very influenced by the ability of the students. Therefore, giving the attention and motivation to the students can develop their comprehension about the sentence pattern and vocabulary. Therefore, it seems very important for the writer to give in such suggestion for the teachers and the students.

Based on the result of the research, the researcher offers some suggestions as follows:

1. The english teachers should teach their students about sentence pattern to improve their comprehension of reading a text.
2. The english teacher should give motivation and attention to encourage the students' interest in reading the text and also memorizing the vocabulary.
3. The english teacher should be creative in arranging and teaching subject material.

4. Schools should provide many English reading materials to increase their vocabulary and comprehension about sentence patterns.
5. For further research, it is suggested to the next researchers to investigate whether reading mastery of sentence pattern improve reading comprehension, speaking skill, and listening skill.

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TEST OF UNDERSTANDING ENGLISH SENTENCE PATTERNS

Directions: This test is designed to measure your understanding of the basic English sentence patterns. You will read several English sentences. Then, you are to choose the one sentence pattern, marked a, b, c, or d, that best arranges each sentence. On your answer sheet, find the number of the question and cross (X) in the space that corresponds to the letter of the answer you have chosen. *The result of this test will not affect your achievement on English subject.* Enjoy and Good luck!

1. Consider this sentence: *They moved.*
Which sentence pattern is true according to the above sentence?
 - a. Subject-Verb
 - b. Subject-Linking Verb-Noun
 - c. Subject-Linking Verb-Adjective
 - d. Subject-Verb-Adverb
2. Consider this sentence: *She wasn't happy.*
Which sentence pattern is true according to the above sentence?
 - a. Subject-Verb
 - b. Subject-Linking Verb-Noun
 - c. Subject-Linking Verb-Adjective
 - d. Subject-Verb-Adverb
3. Consider this sentence: *She was seventeen.*
Which sentence pattern is true according to the above sentence?
 - a. Subject-Verb
 - b. Subject-Linking Verb-Noun
 - c. Subject-Linking Verb-Adjective
 - d. Subject-Verb-Adverb
4. Consider this sentence: *Mrs. Lidia helped immediately.*
Which sentence pattern is true according to the above sentence?
 - a. Subject-Verb
 - b. Subject-Linking Verb-Noun
 - c. Subject-Linking Verb-Adjective
 - d. Subject-Verb-Adverb
5. Consider this sentence: *She misses her friends.*
Which sentence pattern is true according to the above sentence?
 - a. Subject-Verb-Direct Object
 - b. Subject-Linking Verb-Noun
 - c. Subject-Verb-Direct Object-Indirect Object
 - d. Subject-Verb-Adverb

6. Consider this sentence: *I took piano lessons on Mondays.*
Which sentence pattern is true according to the above sentence?
a. Subject-Verb-Direct Object -Indirect Object
b. Subject-Verb-Direct Object
c. Subject-Verb-Adverb
d. Subject-Verb
7. Consider this sentence: *I read an article.*
Which sentence pattern is true according to the above sentence?
a. Subject-Linking Verb-Adjective
b. Subject-Verb-Direct Object
c. Subject-Verb-Adverb
d. Subject-Verb
8. Consider this sentence: *We were very sad.*
Which sentence pattern is true according to the above sentence?
a. Subject-Linking Verb-Adjective
b. Subject-Verb-Direct Object
c. Subject-Verb-Adverb
d. Subject-Verb-Direct Object-Indirect Object
9. Consider this sentence: *It was my time.*
Which sentence pattern is true according to the above sentence?
a. Subject-Linking Verb-Adjective
b. Subject-Verb-Direct Object
c. Subject-Linking Verb-Noun
d. Subject-Verb
10. Consider this sentence: *He examined carefully.*
Which sentence pattern is true according to the above sentence?
a. Subject-Verb-Adverb
b. Subject-Verb-Direct Object
c. Subject-Linking Verb-Noun
d. Subject-Verb
11. Consider this sentence: *I played basketball with my friends.*
Which sentence pattern is true according to the above sentence?
a. Subject-Linking Verb-Adjective
b. Subject-Verb-Direct Object
c. Subject-Verb-Adverb
d. Subject-Verb-Direct Object-Indirect Object
12. Consider this sentence: *I could.*
Which sentence pattern is true according to the above sentence?
a. Subject-Verb-Adverb
b. Subject-Verb-Direct Object

- c. Subject-Linking Verb-Noun
- d. Subject-Verb

13. Consider this sentence: *It was a time.*

Which sentence pattern is true according to the above sentence?

- a. Subject-Verb-Direct Object
- b. Subject-Linking Verb-Noun
- c. Subject-Linking Verb-Adjective
- d. Subject-Verb-Adverb

14. Consider this sentence: *I remembered.*

Which sentence pattern is true according to the above sentence?

- a. Subject-Verb
- b. Subject-Linking Verb-Noun
- c. Subject-Verb-Adverb
- d. Subject-Verb-Direct Object-Indirect Object

15. Consider this sentence: Sandra Dewi vomited suddenly.

Which sentence pattern is true according to the above sentence?

- a. Subject-Linking Verb-Noun
- b. Subject-Verb-Direct Object
- c. Subject-Verb-Adverb
- d. Subject-Verb

16. Consider this sentence: Her family was very poor.

Which sentence pattern is true according to the above sentence?

- a. Subject-Verb-Direct Object-Indirect Object
- b. Subject-Verb-Direct Object
- c. Subject-Linking Verb-Noun
- d. Subject-Linking Verb-Adjective

17. Consider this sentence: *I spent most of my weekends with my family.*

Which sentence pattern is true according to the above sentence?

- a. Subject-Linking Verb-Adjective
- b. Subject-Linking Verb-Noun
- c. Subject-Verb-Direct Object
- d. Subject-Verb-Direct Object-Indirect Object

18. Consider this sentence: *I finished reading the article.*

Which sentence pattern is true according to the above sentence?

- a. Subject-Verb-Direct Object
- b. Subject-Linking Verb-Noun
- c. Subject-Verb-Direct Object-Indirect Object
- d. Subject-Verb-Adverb

19. Consider this sentence: *Yoko was crying.*

Which sentence pattern is true according to the above sentence?

- a. Subject-Verb-Direct Object
 - b. Subject-Verb-Adverb
 - c. Subject-Linking Verb-Noun
 - d. Subject-Linking Verb-Adjective
20. Consider this sentence: *Yoko rubbed her arm.*
Which sentence pattern is true according to the above sentence?
- a. Subject-Linking Verb-Noun
 - b. Subject-Verb-Direct Object
 - c. Subject-Verb-Direct Object-Indirect Object
 - d. Subject-Verb-Adverb
21. Consider this sentence: *Yoko's arm bone was broken.*
Which sentence pattern is true according to the above sentence?
- a. Subject-Linking Verb-Noun
 - b. Subject-Linking Verb-Adjective
 - c. Subject-Verb-Adverb
 - d. Subject-Verb-Direct Object-Indirect Object
22. Consider this sentence: *Yoko stepped.*
Which sentence pattern is true according to the above sentence?
- a. Subject-Verb-Adverb
 - b. Subject-Verb-Direct Object
 - c. Subject-Verb
 - d. Subject-Linking Verb-Noun
23. Consider this sentence: *Yoko played carelessly.*
Which sentence pattern is true according to the above sentence?
- a. Subject-Linking Verb-Noun
 - b. Subject-Verb-Direct Object
 - c. Subject-Verb
 - d. Subject-Verb-Adverb
24. Consider this sentence: *Dad took Yoko to the doctor.*
Which sentence pattern is true according to the above sentence?
- a. Subject-Linking Verb-Adjective
 - b. Subject-Linking Verb-Adverb
 - c. Subject-Verb-Direct Object
 - d. Subject-Verb-Direct Object-Indirect Object
25. Consider this sentence: *She held her arm.*
Which sentence pattern is true according to the above sentence?
- a. Subject-Verb-Direct Object-Indirect Object
 - b. Subject-Verb-Direct Object
 - c. Subject-Verb-Adjective
 - d. Subject-Verb

This is the end of the test.



The Instrument of Students' Vocabulary Mastery

Read each passage. Then read each question that follows the passage. Decide which

is the best answer to each question. Select the best answer.

Write down these words :

1. Elementary
2. Village
3. Commercials
4. Communicates
5. Exciting
6. Temperature
7. Enthusiastic

Write the English word that means :

8. The place where we go to study
 - a. market
 - b. school
 - c. garden
 - d. shop
9. The job which help the chairman to type any letters
 - a. security
 - b. soldier
 - c. secretary
 - d. teacher
10. An activity to produce a text.
 - a. writing
 - b. listening
 - c. reading
 - d. retelling
11. A part of our body to see everything.
 - a. stomach
 - b. nose
 - c. eyes
 - d. lips
12. An activity to grasp meaning from the text.
 - a. listening
 - b. retelling
 - c. speaking
 - d. reading
13. The chairperson of a school.
 - a. teacher
 - b. manager
 - c. headmaster
 - d. headache

Choose the best word to complete each sentence :

14. Dan has white skin, dark brown hair, blue eyes, and pointed_____.

- a. head b. nose
- c. neck d. ear

15. His _____ is about 168cm.

- a. weight b. age
- c. smile d. height

16. He is the only child _____ Alan Radcliffe and Marcia Gresham.

- a. from b. of
- c. to d. in

17. Mike has a _____ smile.

- a. white b. fast
- c. beautiful d. heavy

18. Some of his fans call him "Teddy Bear" _____ of his plump body and nice character.

- a. because b. therefor
- c. then d. however

19. I took piano lessons _____ Mondays.

- a. on b. in
- c. of d. at

20. She waited _____ the hurting to stop, but it did not.

- a. of b. for
- c. on d. from

This is the end of the test.



READING COMPREHENSION TEST

Directions: This test is designed to measure your reading comprehension of recount text. You will read several recount texts. Each one is followed by a number of questions about it. You are to choose the one best answer a, b, c, or d, to each question. Then on your answer sheet, find the number of the question and cross (X) in the space that corresponds to the letter of the answer you have chosen. *The result of this test will not affect your achievement on English subject.* Enjoy and Good luck!

Text 1

Maya Gazali

Maya Gazali was born in Palu. She grew up in a small village. She began school when she was six years old. She went to elementary school, but she didn't go to high school. Her family was very poor, and she had to go to work when she was thirteen years old. She worked on an assembly line in a shoe factory.

When Maya was seventeen years old, her family moved to West Java. First, they lived in Bogor, and then they moved to Bandung. When Maya arrived in Java, she wasn't very happy. She missed her friends back in Palu and she didn't speak like other children. She began to learn to speak like other children, and she practiced with her new friends at the factory in Bandung.

Maya also studied hard. She learned English, and after a few months she got a job as a secretary. Now Maya still studies at night, but now she studies advertising at a business school. She wants to work for an advertising company some day and write commercials.

Maya still misses her friends back home, but she communicates with them very often over the Internet. She's very happy now, and she's looking forward to an exciting future.

Questions 1 – 5:

1. What is the text mainly about?
 - a. It is about Maya's carrier.
 - b. It is about Maya's biography.

- c. It is about Maya's village.
 - d. It is about Maya's childhood.
2. How does the writer start the text?
- a. By telling the readers about how Maya's childhood was.
 - b. By telling the readers about Maya's schools.
 - c. By describing Maya's personality.
 - d. By describing Maya's village.
3. How old was Maya when her family moved to Java?
- a. Six years old.
 - b. Seven years old.
 - c. Seventeen years old.
 - d. Seventy years old.
4. How does the text end?
- a. It is ended with a closure.
 - b. It is ended with information about who.
 - c. It is ended with information about where and when.
 - d. It is ended with the list of events that happened.
5. Which of the following sentence that is written in past tense in the text?
- a. Now Maya still studies at night.
 - b. She wants to work for an advertising company some day and write commercials.
 - c. Maya still misses her friends back home.
 - d. She grew up in a small village.

Text 2

One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature.

“I’m afraid she suffers from malaria. Her temperature is very high. That is why she vomited.

She has a very bad cough, too. I’ll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week’s rest”, said the doctor.

Questions 6 – 10:

6. What is the text telling you about?
 - a. It is about Sandra Dewi who is sick.
 - b. It is about Mrs. Lidia’s lesson
 - c. It is about School’s doctor.
 - d. It is about a chairman of the class who has very bad cough.
7. What was the name of the teacher?
 - a. Sandra
 - b. Dewi
 - c. Lidia
 - d. Sandra Dewi
8. What did the doctor do?
 - a. He did reading tasks.
 - b. He examined Sandra Dewi carefully.
 - c. He stopped writing.
 - d. He taught English lesson.
9. What did the doctor recommend?
 - a. Sandra stopped writing.
 - b. Sandra had a very bad cough.
 - c. Sandra’s temperature was very high.
 - d. Sandra needed a week’s rest.

10. The word “she” in this sentence “That is why she vomited.” refers to ...
- a. Doctor
 - b. Chairman
 - c. Lidia
 - d. Sandra Dewi

Text 3

The Football Match

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other team wore orange and black shirts, orange shorts, and black stockings. “They look like bees“, my brother said, and we laughed.

They played like bees too. They ran very fast, attacked very hard, and passed the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted, “Come on, Valley School! Come on, the Valleys!” Our headmaster was near us and he was shouting too. He seemed very enthusiastic. However, the high school scored another goal. We were very sad.

Then, one of the “bees” stopped the ball with one of his hands, so our team got the free kick. Our captain took it and scored a goal. We shouted, “Hooray!” The score was now 2:1. That was better.

Now our team began to play better or the “bees” were getting tired. Our team scored another goal before half-time. In the second half of the match, both teams tried very hard, but neither scored, so at the end the score was still two all.

Questions 11 – 15:

11. The text tells about ...
- a. joining a football match
 - b. winning a football match
 - c. attending a football match
 - d. playing football

12. Whose school team was playing football?
- a. The writer's school
 - b. The writer's brother school
 - c. The writer and his brother's school
 - d. The writer's mother school
13. What did the writer and his brother do after the rival team scored the first goal?
- a. They shouted to support their school team.
 - b. They shouted to the headmaster.
 - c. They laughed at their school team.
 - d. They ran very fast.
14. Which statement is true according to the text?
- a. The writer's school team wore orange and black shirts.
 - b. The writer called his school team the "bees".
 - c. The writer's school team scored the first goal.
 - d. The opponent scored the first goal.
15. "He seemed very enthusiastic." The antonym of the underlined word is ...
- a. energized
 - b. excited
 - c. eager
 - d. apathetic

Text 4

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself.

I tried to discover what I wanted to do, and what kind of people I wanted to be. To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Questions 16 – 20:

16. What is the text mainly about?
 - a. The writer's activities during adolescence
 - b. Reading an article
 - c. Reading magazine
 - d. Extra curricular activities
17. Where did the writer find out about adolescence?
 - a. From an article in a newspaper.
 - b. From an article in a magazine.
 - c. From piano lessons.
 - d. From an English course.
18. When did the writer spend the days with his family?
 - a. On Mondays
 - b. On Tuesdays
 - c. On Wednesdays and Thursdays
 - d. On the weekend.
19. Did the writer benefit from the activities?
 - a. Yes, the writer was able to control his/her emotions and express his/her creativity in positive ways.
 - b. Yes, the writer learned English very well.
 - c. No, the writer could not control his/her emotions.

d. No, the activities gave the writer a bad experience with adolescence.

20. The word “it” in the first paragraph refers to ...

- a. article
- b. magazine
- c. adolescence
- d. childhood

Text 5

Yoko stepped on her skateboard and pushed off. But this time something went wrong. Her board flew out from under her. As she started to fall, she put out her arm and fell hard on it. Yoko rubbed her arm. She waited for the hurting to stop, but it did not. Then Yoko tried to move her arm. It hurt even more.

She looked across the park. Dad was reading a book. She got up and she walked toward Dad. She held her arm still as she walked, but it still hurt a lot. Yoko was crying. Dad moved Yoko’s hurt arm just a little bit. “Ow!” shouted Yoko. “That hurts!.”

Dad took Yoko to the doctor. Dr. Rio took an X-ray of Yoko’s arm. She showed it to Yoko and her Dad. The X-ray showed that Yoko’s arm bone was broken.

“But I was wearing my arm pads,” said Yoko. “How could I break my arm?”

“You held your arm out and landed on it. That’s why it broke,” said Dr. Rio. “Next time hold them close to your body.”

“That’s an important thing to know,” said Dad.

“Yes,” said Dr. Rio. “We often learn best from the mistakes we make.” Then she smiled at Yoko. “Now, let’s put a cast on that arm of yours.”

Questions 21 – 25:

21. What is the text mainly about?

- a. Yoko's experience when riding skateboard
 - b. Seeing a doctor
 - c. Having an X-Ray
 - d. Broken arm bone
22. What happened first in this story?
- a. Yoko's board flew out from under her
 - b. Yoko fell on her arm
 - c. Yoko pushed off
 - d. Yoko stepped on her board
23. Which of these happened first?
- a. Dad took off Yoko's helmet and pads.
 - b. Yoko rubbed her arm and tried to move it.
 - c. Yoko got up and walked toward Dad.
 - d. Yoko started crying.
24. What is the closure of the text?
- a. Dad was reading a book.
 - b. Yoko waited for the hurting to stop.
 - c. Yoko learned from the mistake she made.
 - d. Yoko held her arm.
25. "That's an important thing to know," The synonym of the underlined word is ...
- a. effect
 - b. crucial
 - c. insignificant
 - d. respect

This is the end of the test.

THE ANSWER KEY

TEST OF SENTENCE PATTERN

1. A	9. C	17. D
2. C	10. A	18. A
3. B	11. D	19. C
4. D	12. D	20. B
5. A	13. B	21. B
6. A	14. A	22. C
7. B	15. C	23. D
8. A	16. D	24. D
		25. B

TEST OF VOCABULARY MASTERY

1. Elementary	8. B	15. D
2. Village	9. C	16. B
3. Commercials	10. A	17. C
4. Communicates	11. C	18. A
5. Exciting	12. D	19. A
6. Temperature	13. C	20. B
7. Enthusiastic	14. B	

TEST OF READING COMPREHENSION

1. A	8. B	14. D	20. A
2. A	9. D	15. D	21. A
3. C	10. D	16. A	22. A
4. A	11. C	17. B	23. B
5. D	12. C	18. D	24. C
6. A	13. A	19. A	25. B
7. C			

Appendix : Descriptive data of Students' Understanding of Sentence pattern

Test Result of Students' Understanding of Sentence pattern.

No	Students	Scores	Value	Categories
1	Student 1	21	84	Very Good
2	Student 2	20	80	Very Good
3	Student 3	21	84	Very Good
4	Student 4	23	92	Very Good
5	Student 5	11	44	Fair
6	Student 6	18	72	Good
7	Student 7	22	88	Very Good
8	Student 8	15	60	Good
9	Student 9	14	56	Fair
10	Student 10	24	96	Very Good
11	Student 11	23	92	Very Good
12	Student 12	20	80	Very Good
13	Student 13	23	92	Very Good
14	Student 14	13	52	Fair
15	Student 15	14	56	Fair
16	Student 16	12	48	Fair
17	Student 17	20	80	Very Good
18	Student 18	20	80	Very Good
19	Student 19	16	64	Good
20	Student 20	15	60	Good
21	Student 21	21	84	Very Good
22	Student 22	18	72	Good
23	Student 23	24	96	Very Good
24	Student 24	22	88	Very Good
25	Student 25	23	92	Very Good
26	Student 26	22	88	Very Good
27	Student 27	8	32	Poor
28	Student 28	22	88	Very Good
29	Student 29	21	84	Very Good
30	Student 30	14	56	Fair
31	Student 31	11	44	Fair
32	Student 32	20	80	Very Good
33	Student 33	17	68	Good
34	Student 34	21	84	Very Good
35	Student 35	13	52	Fair

36	Student 36	24	96	Very Good
37	Student 37	15	60	Good
38	Student 38	13	52	Fair
39	Student 39	21	84	Very Good
40	Student 40	21	84	Very Good
41	Student 41	24	96	Very Good
42	Student 42	14	56	Fair
43	Student 43	23	92	Very Good
44	Student 44	12	48	Fair
45	Student 45	14	56	Fair
46	Student 46	16	64	Good
47	Student 47	16	64	Good
48	Student 48	23	92	Very Good
49	Student 49	20	80	Very Good
50	Student 50	23	92	Very Good
51	Student 51	23	92	Very Good
52	Student 52	19	76	Good
53	Student 53	21	84	Very Good
54	Student 54	13	52	Fair
55	Student 55	24	96	Very Good
56	Student 56	19	76	Good
57	Student 57	21	84	Very Good
58	Student 58	24	96	Very Good
59	Student 59	21	84	Very Good
60	Student 60	22	88	Very Good
61	Student 61	9	36	Poor
62	Student 62	13	52	Fair
63	Student 63	14	56	Fair
64	Student 64	19	76	Good
65	Student 65	9	36	Poor
66	Student 66	21	84	Very Good
67	Student 67	18	72	Good
68	Student 68	18	72	Good
69	Student 69	22	88	Very Good
70	Student 70	13	52	Fair
71	Student 71	16	64	Good
72	Student 72	13	52	Fair
73	Student 73	21	84	Very Good
74	Student 74	22	88	Very Good
75	Student 75	14	56	Fair
76	Student 76	20	80	Very Good
77	Student 77	17	68	Good

78	Student 78	19	76	Good
79	Student 79	11	44	Fair
80	Student 80	17	68	Good
81	Student 81	21	84	Very Good
82	Student 82	14	56	Fair
83	Student 83	14	56	Fair
84	Student 84	15	60	Good
85	Student 85	12	48	Fair
86	Student 86	12	48	Fair
87	Student 87	21	84	Very Good
88	Student 88	17	68	Good
89	Student 89	20	80	Very Good
90	Student 90	13	52	Fair
91	Student 91	15	60	Good
92	Student 92	19	76	Good
93	Student 93	22	88	Very Good
94	Student 94	23	92	Very Good
95	Student 95	12	48	Fair
96	Student 96	16	64	Good
97	Student 97	21	84	Very Good
98	Student 98	23	92	Very Good
99	Student 99	24	96	Very Good
100	Student 100	23	92	Very Good
101	Student 101	23	92	Very Good
102	Student 102	20	80	Very Good
103	Student 103	20	80	Very Good
104	Student 104	19	76	Good
105	Student 105	20	80	Very Good
106	Student 106	19	76	Good
107	Student 107	22	88	Very Good
108	Student 108	24	96	Very Good
109	Student 109	19	76	Good
110	Student 110	13	52	Fair
111	Student 111	21	84	Very Good
112	Student 112	13	52	Fair
113	Student 113	13	52	Fair
114	Student 114	19	76	Good
115	Student 115	24	96	Very Good
116	Student 116	22	88	Very Good
117	Student 117	16	64	Good
118	Student 118	14	56	Fair
119	Student 119	21	84	Very Good

120	Student 120	18	72	Good
121	Student 121	21	84	Very Good
122	Student 122	15	60	Good
123	Student 123	19	76	Good
124	Student 124	20	80	Very Good
125	Student 125	16	64	Good
126	Student 126	22	88	Very Good
127	Student 127	18	72	Good
128	Student 128	22	88	Very Good
129	Student 129	12	48	Fair
130	Student 130	23	92	Very Good
131	Student 131	14	56	Fair
132	Student 132	16	64	Good
133	Student 133	12	48	Fair
134	Student 134	19	76	Good
135	Student 135	17	68	Good
136	Student 136	16	64	Good
137	Student 137	17	68	Good
138	Student 138	20	80	Very Good
139	Student 139	13	52	Fair
140	Student 140	19	76	Good
141	Student 141	11	44	Fair
142	Student 142	14	56	Fair
143	Student 143	19	76	Good
144	Student 144	14	56	Fair
145	Student 145	18	72	Good
146	Student 146	21	84	Very Good
147	Student 147	24	96	Very Good
148	Student 148	19	76	Good
149	Student 149	11	44	Fair
150	Student 150	23	92	Very Good
151	Student 151	20	80	Very Good
152	Student 152	24	96	Very Good
153	Student 153	22	88	Very Good
154	Student 154	23	92	Very Good
155	Student 155	24	96	Very Good
156	Student 156	19	76	Good
157	Student 157	24	96	Very Good
158	Student 158	21	84	Very Good
159	Student 159	17	68	Good
160	Student 160	14	56	Fair
161	Student 161	17	68	Good

162	Student 162	18	72	Good
163	Student 163	18	72	Good
164	Student 164	20	80	Very Good
165	Student 165	18	72	Good
166	Student 166	22	88	Very Good
167	Student 167	18	72	Good
168	Student 168	17	68	Good
169	Student 169	18	72	Good
170	Student 170	22	88	Very Good
171	Student 171	23	92	Very Good
172	Student 172	14	56	Fair
173	Student 173	18	72	Good
174	Student 174	17	68	Good
175	Student 175	23	92	Very Good
Total Scores		3207	12828	
Mean Scores		18.33	73.30	

Appendix : Descriptive data of the Students' Vocabulary Mastery

Test Result of the Students' Vocabulary Mastery				
No	Students	Scores	Value	Categories
1	Student 1	16	80	Very Good
2	Student 2	17	85	Very Good
3	Student 3	18	90	Very Good
4	Student 4	17	85	Very Good
5	Student 5	13	65	Good
6	Student 6	14	70	Good
7	Student 7	17	85	Very Good
8	Student 8	8	40	Fair
9	Student 9	10	50	Fair
10	Student 10	18	90	Very Good
11	Student 11	18	90	Very Good
12	Student 12	17	85	Very Good
13	Student 13	17	85	Very Good
14	Student 14	12	60	Good
15	Student 15	13	65	Good
16	Student 16	13	65	Good
17	Student 17	17	85	Very Good
18	Student 18	17	85	Very Good
19	Student 19	13	65	Good
20	Student 20	15	75	Good
21	Student 21	18	90	Very Good
22	Student 22	15	75	Good
23	Student 23	17	85	Very Good
24	Student 24	18	90	Very Good
25	Student 25	8	40	Fair
26	Student 26	13	65	Good
27	Student 27	8	40	Fair
28	Student 28	15	75	Good
29	Student 29	17	85	Very Good
30	Student 30	16	80	Very Good
31	Student 31	12	60	Good
32	Student 32	11	55	Fair
33	Student 33	16	80	Very Good
34	Student 34	17	85	Very Good
35	Student 35	15	75	Good
36	Student 36	15	75	Good
37	Student 37	18	90	Very Good
38	Student 38	14	70	Good

39	Student 39	9	45	Fair
40	Student 40	17	85	Very Good
41	Student 41	14	70	Good
42	Student 42	18	90	Very Good
43	Student 43	15	75	Good
44	Student 44	10	50	Fair
45	Student 45	17	85	Very Good
46	Student 46	17	85	Very Good
47	Student 47	18	90	Very Good
48	Student 48	11	55	Fair
49	Student 49	17	85	Very Good
50	Student 50	13	65	Good
51	Student 51	14	70	Good
52	Student 52	17	85	Very Good
53	Student 53	11	55	Fair
54	Student 54	6	30	Poor
55	Student 55	17	85	Very Good
56	Student 56	17	85	Very Good
57	Student 57	13	65	Good
58	Student 58	18	90	Very Good
59	Student 59	18	90	Very Good
60	Student 60	11	55	Fair
61	Student 61	15	75	Good
62	Student 62	8	40	Fair
63	Student 63	11	55	Fair
64	Student 64	18	90	Very Good
65	Student 65	15	75	Good
66	Student 66	14	70	Good
67	Student 67	10	50	Fair
68	Student 68	11	55	Fair
69	Student 69	17	85	Very Good
70	Student 70	13	65	Good
71	Student 71	17	85	Very Good
72	Student 72	14	70	Good
73	Student 73	14	70	Good
74	Student 74	7	35	Poor
75	Student 75	11	55	Fair
76	Student 76	13	65	Good
77	Student 77	15	75	Good
78	Student 78	15	75	Good
79	Student 79	7	35	Poor
80	Student 80	15	75	Good

81	Student 81	8	40	Fair
82	Student 82	15	75	Good
83	Student 83	16	80	Very Good
84	Student 84	11	55	Fair
85	Student 85	11	55	Fair
86	Student 86	17	85	Very Good
87	Student 87	13	65	Good
88	Student 88	12	60	Good
89	Student 89	13	65	Good
90	Student 90	15	75	Good
91	Student 91	14	70	Good
92	Student 92	17	85	Very Good
93	Student 93	9	45	Fair
94	Student 94	18	90	Very Good
95	Student 95	6	30	Poor
96	Student 96	11	55	Fair
97	Student 97	17	85	Very Good
98	Student 98	10	50	Fair
99	Student 99	10	50	Fair
100	Student 100	18	90	Very Good
101	Student 101	15	75	Good
102	Student 102	19	95	Very Good
103	Student 103	13	65	Good
104	Student 104	13	65	Good
105	Student 105	15	75	Good
106	Student 106	14	70	Good
107	Student 107	15	75	Good
108	Student 108	16	80	Very Good
109	Student 109	14	70	Good
110	Student 110	11	55	Fair
111	Student 111	18	90	Very Good
112	Student 112	11	55	Fair
113	Student 113	17	85	Very Good
114	Student 114	15	75	Good
115	Student 115	18	90	Very Good
116	Student 116	16	80	Very Good
117	Student 117	12	60	Good
118	Student 118	10	50	Fair
119	Student 119	17	85	Very Good
120	Student 120	14	70	Good
121	Student 121	18	90	Very Good
122	Student 122	13	65	Good

123	Student 123	18	90	Very Good
124	Student 124	15	75	Good
125	Student 125	17	85	Very Good
126	Student 126	17	85	Very Good
127	Student 127	8	40	Fair
128	Student 128	8	40	Fair
129	Student 129	14	70	Good
130	Student 130	14	70	Good
131	Student 131	17	85	Very Good
132	Student 132	10	50	Fair
133	Student 133	10	50	Fair
134	Student 134	16	80	Very Good
135	Student 135	15	75	Good
136	Student 136	17	85	Very Good
137	Student 137	9	45	Fair
138	Student 138	13	65	Good
139	Student 139	15	75	Good
140	Student 140	18	90	Very Good
141	Student 141	10	50	Fair
142	Student 142	15	75	Good
143	Student 143	17	85	Very Good
144	Student 144	11	55	Fair
145	Student 145	13	65	Good
146	Student 146	15	75	Good
147	Student 147	13	65	Good
148	Student 148	13	65	Good
149	Student 149	10	50	Fair
150	Student 150	15	75	Good
151	Student 151	15	75	Good
152	Student 152	15	75	Good
153	Student 153	18	90	Very Good
154	Student 154	18	90	Very Good
155	Student 155	18	90	Very Good
156	Student 156	9	45	Fair
157	Student 157	18	90	Very Good
158	Student 158	17	85	Very Good
159	Student 159	17	85	Very Good
160	Student 160	15	75	Good
161	Student 161	14	70	Good
162	Student 162	15	75	Good
163	Student 163	14	70	Good
164	Student 164	15	75	Good

165	Student 165	12	60	Good
166	Student 166	18	90	Very Good
167	Student 167	15	75	Good
168	Student 168	11	55	Fair
169	Student 169	13	65	Good
170	Student 170	18	90	Very Good
171	Student 171	16	80	Very Good
172	Student 172	8	40	Fair
173	Student 173	15	75	Good
174	Student 174	14	70	Good
175	Student 175	17	85	Very Good
Total Scores		2484	12420	
Mean Scores		14.19	70.97	

Appendix : Descriptive data of Students' Reading Comprehension

Test Result of the Students' Reading Comprehension				
No	Students	Scores	Value	Categories
1	Student 1	22	88	Very Good
2	Student 2	23	92	Very Good
3	Student 3	22	88	Very Good
4	Student 4	21	84	Very Good
5	Student 5	14	56	Fair
6	Student 6	18	72	Good
7	Student 7	23	92	Very Good
8	Student 8	17	68	Good
9	Student 9	15	60	Good
10	Student 10	22	88	Very Good
11	Student 11	21	84	Very Good
12	Student 12	22	88	Very Good
13	Student 13	23	92	Very Good
14	Student 14	19	76	Good
15	Student 15	14	56	Fair
16	Student 16	15	60	Good
17	Student 17	22	88	Very Good
18	Student 18	23	92	Very Good
19	Student 19	18	72	Good
20	Student 20	16	64	Good
21	Student 21	21	84	Very Good
22	Student 22	18	72	Good
23	Student 23	21	84	Very Good
24	Student 24	22	88	Very Good
25	Student 25	22	88	Very Good
26	Student 26	17	68	Good
27	Student 27	17	68	Good
28	Student 28	11	44	Fair
29	Student 29	15	60	Good
30	Student 30	15	60	Good
31	Student 31	22	88	Very Good
32	Student 32	19	76	Good
33	Student 33	19	76	Good
34	Student 34	18	72	Good
35	Student 35	12	48	Fair
36	Student 36	18	72	Good
37	Student 37	21	84	Very Good
38	Student 38	23	92	Very Good

39	Student 39	15	60	Good
40	Student 40	17	68	Good
41	Student 41	8	32	Poor
42	Student 42	19	76	Good
43	Student 43	22	88	Very Good
44	Student 44	14	56	Fair
45	Student 45	12	48	Fair
46	Student 46	17	68	Good
47	Student 47	23	92	Very Good
48	Student 48	14	56	Fair
49	Student 49	14	76	Good
50	Student 50	14	56	Fair
51	Student 51	23	92	Very Good
52	Student 52	22	88	Very Good
53	Student 53	23	92	Very Good
54	Student 54	23	92	Very Good
55	Student 55	11	44	Fair
56	Student 56	16	64	Good
57	Student 57	15	60	Good
58	Student 58	15	60	Good
59	Student 59	22	88	Very Good
60	Student 60	23	92	Very Good
61	Student 61	12	48	Fair
62	Student 62	12	48	Fair
63	Student 63	23	92	Very Good
64	Student 64	23	92	Very Good
65	Student 65	18	72	Good
66	Student 66	14	56	Fair
67	Student 67	21	84	Very Good
68	Student 68	22	88	Very Good
69	Student 69	9	36	Poor
70	Student 70	8	32	Poor
71	Student 71	12	48	Fair
72	Student 72	23	92	Very Good
73	Student 73	16	64	Good
74	Student 74	19	76	Good
75	Student 75	22	88	Very Good
76	Student 76	13	52	Fair
77	Student 77	8	32	Poor
78	Student 78	17	68	Good
79	Student 79	17	68	Good
80	Student 80	14	56	Fair

81	Student 81	18	72	Good
82	Student 82	15	60	Good
83	Student 83	21	84	Very Good
84	Student 84	17	68	Good
85	Student 85	11	44	Fair
86	Student 86	11	44	Fair
87	Student 87	16	64	Good
88	Student 88	21	84	Very Good
89	Student 89	19	76	Good
90	Student 90	12	48	Fair
91	Student 91	18	72	Good
92	Student 92	15	60	Good
93	Student 93	16	64	Good
94	Student 94	12	48	Fair
95	Student 95	11	44	Fair
96	Student 96	14	56	Fair
97	Student 97	21	84	Very Good
98	Student 98	14	56	Fair
99	Student 99	14	56	Fair
100	Student 100	23	92	Very Good
101	Student 101	15	60	Good
102	Student 102	15	60	Good
103	Student 103	23	92	Very Good
104	Student 104	11	44	Fair
105	Student 105	23	92	Very Good
106	Student 106	15	60	Good
107	Student 107	15	60	Good
108	Student 108	17	68	Good
109	Student 109	18	72	Good
110	Student 110	12	48	Fair
111	Student 111	19	76	Good
112	Student 112	19	76	Good
113	Student 113	15	60	Good
114	Student 114	19	76	Good
115	Student 115	17	68	Good
116	Student 116	11	44	Fair
117	Student 117	11	44	Fair
118	Student 118	11	44	Fair
119	Student 119	19	76	Good
120	Student 120	15	60	Good
121	Student 121	17	68	Good
122	Student 122	13	52	Fair

123	Student 123	17	68	Good
124	Student 124	14	56	Fair
125	Student 125	21	84	Very Good
126	Student 126	22	88	Very Good
127	Student 127	9	36	Poor
128	Student 128	17	68	Good
129	Student 129	9	36	Poor
130	Student 130	12	48	Fair
131	Student 131	15	60	Good
132	Student 132	17	68	Good
133	Student 133	15	60	Good
134	Student 134	12	48	Fair
135	Student 135	15	60	Good
136	Student 136	18	72	Good
137	Student 137	16	64	Good
138	Student 138	19	76	Good
139	Student 139	11	44	Fair
140	Student 140	15	60	Good
141	Student 141	15	60	Good
142	Student 142	14	56	Fair
143	Student 143	13	52	Fair
144	Student 144	13	52	Fair
145	Student 145	11	44	Fair
146	Student 146	12	48	Fair
147	Student 147	14	56	Fair
148	Student 148	17	68	Good
149	Student 149	8	32	Poor
150	Student 150	17	68	Good
151	Student 151	23	92	Very Good
152	Student 152	18	72	Good
153	Student 153	11	44	Fair
154	Student 154	17	68	Good
155	Student 155	22	88	Very Good
156	Student 156	11	44	Fair
157	Student 157	21	84	Very Good
158	Student 158	17	68	Good
159	Student 159	23	92	Very Good
160	Student 160	9	36	Poor
161	Student 161	15	60	Good
162	Student 162	17	68	Good
163	Student 163	15	60	Good
164	Student 164	20	80	Very Good

165	Student 165	14	56	Fair
166	Student 166	23	92	Very Good
167	Student 167	15	60	Good
168	Student 168	15	60	Good
169	Student 169	17	68	Good
170	Student 170	21	84	Very Good
171	Student 171	22	88	Very Good
172	Student 172	14	56	Fair
173	Student 173	19	76	Good
174	Student 174	15	60	Good
175	Student 175	23	92	Very Good
Total Scores		2940	11780	
Mean Scores		16.8	67.31	



LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Sepri
 ID Number : 21691104826
 Date of Birth : September 01, 1989
 Sex : Male
 Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 50
 Structure & Written Expressions : 55
 Reading Comprehension : 53
 Overall Score : 527

Expired Date : November 18, 2021



English Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
 Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
 HP. 0852 7144 0823 Fax. (0761) 858832
 Email : info@pusat-bahasa.info Website : pusat-bahasa.info



Head of Language Development Center



Mahyudin Syukri, M. Ag
 NIP. 197004212006041003



LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



SERTIFIKAT
ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Sepri

Nomor ID : 21691104826
Jenis Kelamin : Laki-Laki
Tanggal Lahir : 01 September 1989

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 50
القواعد : 48
القراءة : 47
النتيجة : 483

Berlaku Hingga : 18 November 2021



Arabic Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP 0852 7144 0823
Email : info@pusat-bahasa.info Website : pusat-bahasa.info



The Head of Language Development Center



UIN SUSKA RIAU

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PROGRAM PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 P.O.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 2344/Un.04/PPs/PP.00.9/2019
Lamp. : 1 berkas
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 10 Oktober 2019

Kepada Yth.
Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu Provinsi Riau
Di
Pekanbaru

Dengan hormat,
Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk
mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Sepri
NIM	: 21691104826
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: VII (Tujuh)
Judul Tesis	: The Influence of Students' Understanding of Sentence Pattern And Vocabulary Mastery on Their Reading Comprehension at The First Year of State Vocational Senior High School 1 Logas Tanah Darat Kuantan Singingi Regency

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang
diperlukannya dari SMKN 1 Logas Tanah Darat Kabupaten Kuantan Singingi.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,


Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id

Kode Pos : 28126

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/26590
TENTANG



032010

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 2344/Un.04/PPs/F.P.00.9/2019 Tanggal 10 Oktober 2019**, dengan ini memberikan rekomendasi kepada:

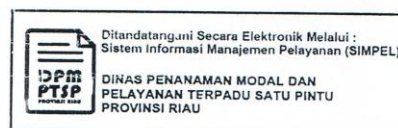
- | | |
|----------------------|--|
| 1. Nama | : SEPRI |
| 2. NIM / KTP | : 21691104826 |
| 3. Program Studi | : PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : S2 |
| 6. Judul Penelitian | : THE INFLUENCE OF STUDENTS' UNDERSTANDING OF SENTENCE PATTERN AND VOCABULARY MASTERY ON THEIR READING COMPREHENSION AT THE FIRST YEAR OF STATE VOCATIONAL SENIOR HIGH SCHOOL 1 LOGAS TANAH DARAT KUANTAN SINGINGI REGENCY |
| 7. Lokasi Penelitian | : SMKN 1 LOGAS TANAH DARAT, KABUPATEN KUANTAN SINGINGI |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 11 Oktober 2019



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 11 OCT 2019

No : 800/Disdik/1.3/2019/11500
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMKN 1 Logas Tanah Darat
Kab. Kuantan Singingi
di-

Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISSET/26590 Tanggal 11 Oktober 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : SEPRI
NIM : 21691104826
Program Studi : PENDIDIKAN AGAMA ISLAM
Konsestrasi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S2
Judul Penelitian : THE INFLUENCE OF STUDENTS' UNDERSTANDING OF SENTENCE PATTERN AND VOCABOLARY MASTERY ON THEIR READING COMPREHENSION AT THE FIRST YEAR OF STATE VOCATIONAL SEKOLAH MENENGAH KEJURUAN NEGERI 1 LOGAS TANAH DARAT KUANTAN SINGINGI REGENCY

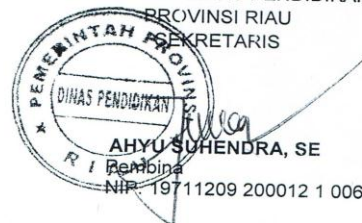
Lokasi Penelitian : SMK NEGERI 1 LOGAS TANAH DARAT
KABUPATEN KUANTAN SINGINGI

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



Tembusan:
Direktur Program Pascasarjana UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 1 LOGAS TANAH DARAT
Alamat : Jalan Sekolah No. 02 Perhentian Luas
Email : smkn1ltd@yahoo.com / smkn1ltd@gmail.com
NSS : 361091410002

Kode Pos : 29556
Tel/Fax : -
NIS : 400050



AKREDITASI : B

SURAT KETERANGAN

No: 453/422 / SMKN 1 - LTD / 2019

Yang bertanda tangan di Bawah ini :

Nama : Jamal, S.Pd
NIP : 19600605 198412 1 001
Jabatan : Kelapa Sekolah
Alamat : Perhentian Luas

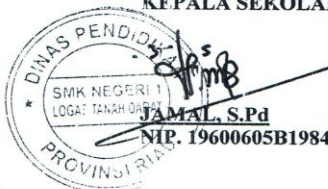
Dengan ini menerangkan bahwa :

Nama : Sepri
NIM : 21691104826
Program Studi : Pendidikan Agama Islam
Konsentrasi : Pendidikan Bahasa Inggris
Jenjang : S2
Universitas : UIN Suska Riau
Alamat : Perhentian Luas

Nama tersebut di atas adalah benar telah melakukan Penelitian dalam rangkai penulisan Skripsi yang berjudul *THE INFLUENCE OF STUDENTS' UNDERSTANDING OF SENTENCE PATTERN AND VOCABOLARY MASTERY ON THEIR READING COMPREHENSION AT THE FIRST YEAR OF STATE VOCATIONAL SEKOLAH MENENGAH KEJURUAN NEGERI 1 LOGAS TANAH DARAT KUANTAN SINGINGI REGENCY* sejak tanggal 14 Oktober s/d 25 Oktober 2019.

Demikianlah surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana perlunya.

Perhentian Luas, 28 Oktober 2019
KEPALA SEKOLAH



KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	30/9			
2.	2/10			
3.	4/10			
4.	9/10	Findings and discussion, Conclusion		
5.	11/10	Final Revision		
6.	11/10	Approved for final examination		

Catatan :
*Corel yang tidak perlu

Pekanbaru, 11 - 11 2019
Pembimbing I / Promotor *

Dr. Bakhtoni, S.Pd., M.Pd.

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	5/10	Combine both x variable to create a new one		
2.	12/10	Concept of understanding. Combined variable.		
3.	17/10	Combining Theory of Kier		
4.	18/10	Data Analysis		
5.	18/10	Ree		
6.				

Catatan :
*Corel yang tidak perlu

Pekanbaru, 15/11 2019
Pembimbing II / Co Promotor *

Dr. H. Romadi, MA, Ph.D

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCA SARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Septi
 NIM : 21691104826
 PROGRAM : Pasca Sarjana
 PRODI : Pendidikan Agama Islam
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	17/5-17 / Wed	The Effect of Using Plus Minus Interesting Strategy on Students' Speaking Ability and Their Motivation at State Senior High School II Pekanbaru		
2	Apriye Marpaung			
3				
4	17/5/17, Wed	The Effect of Using Gallery Work Strategy on Students' Reading Comprehension and Writing Ability at Islamic Senior High Boarding School Technology of Riau		
5	Misnadi Badhyah			
6				
7	17/5/17, Wed	The Effect of Using Choral Reading Method on Students' Reading Comprehension and Vocabulary Mastery at Islamic Junior High Boarding School Technology of Riau		
8	Liza Darmayanti			
9				
10	17/5/17, Wed	The Effect of Using The Affinity Strategy and The Story Grammar Strategy on Students' Reading Comprehension at SMPN 3 Tanjung		
11	Kusendi Suandi			
12				
13				
14				
15				

Pekanbaru, 17 Mei 2017
 Direktur,

Prof. Dr. H. Ilyas Husli, M.Ag
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCA SARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : SEPRI
NIM : 21691104826
PROGRAM : S2
PRODI : PAE
KONSENTRASI : PBL

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	25-10-2019/Waf	The Influence of Self-Efficacy and Self-Esteem Toward Students' English Achievement at Sekolah Tinggi Teknologi Dumai		
2				
3		(Julanus)		
4				
5	- " -	The Influence of Story-telling to Students' Listening Skill and Learning Motivation at SMP farmasi 1 Ka Sari Pekanbaru		
6				
7		(Yolanda Dita)		
8				
9	- " -	The Effect of Using Contextual Teaching and Learning on Students' Reading Comprehension and Writing Ability In Recount Text at MAIT 2 Pekanbaru		
10				
11				
12		(Asanuz Zifri)		
13				
14				
15				

Pekanbaru, 25 Oktober 2017
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCA SARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Satri
 NIM : 21691164826
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	17/5/17, Wed	The Effect of Using Comic Strips Strategy on students' Reading Comprehension and Writing Ability at The Second Year Students of MIS Nurul Islam Serasan Indah Regency		
2	Anif Yudianto			
3				
4	17/5/17, Wed	The Comparison between the Effect of Using "Stop & Dare" and Jot Thoughts Strategies on Students' Writing Ability at MA Al-Munawwarah Pekanbaru		
5	Fikriyah Hidayati			
6				
7	17/5/17, Wed	The Influence of Students' Anxiety and Visual Language Learning Style on Their English Achievement at Junior High School Al-Munawwarah Pekanbaru		
8	Hani Makh			
9				
10	17/5/17, Wed	A Comparison between The Effect of Using Cooperative Learning Technique (NHT & Pair Check) on Students' Reading Comprehension		
11	Amharu Rijal			
12				
13				
14				
15				

Pekanbaru, 17 Mei 2017
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar;
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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCA SARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Sepr
 NIM : 21691104826
 PROGRAM : SA
 PRODI : PAT
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	11-9-2017 / Senin	The Effect of Storytelling on Students' Listening and Speaking Skill at MAN		
2		1 Pekanbaru (Irfan Sammaeng)		
3				
4	11-9-2017 / Senin	The Influence of Listening Strategy and Listening Anxiety on Students' Listening Comprehension at English Study Program Islamic University of Riau		
5		(Wirda Ningsih)		
6				
7				
8	11-9-2017 / Senin	A Comparative Study on the Effect of Using Magnet Summary and Work Book Strategy on Students' Reading Comprehension of Islamic Sansai		
9		Pekanbaru (Diva Annis)		
10				
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Pekanbaru, 11 September 2017
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCA SARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : SEPRI
NIM : 21691104826
PROGRAM : S2
PRODI : PAI
KONSENTRASI : PEI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Tuesday, 12/12/2017	English Teachers Perception of Implementing 2013 Curriculum in English Teaching - Learning Process at Senior High Schools in Sungai Apit District.		Ahmad Nurfitri
2				
3	- " -	The Comprehension between The Effect of Using Cognitive Academic Language Learning Approach and Sheltered Instruction Observation Protocol Model on Students' Reading Comprehension at SMP Muhammadiyah 2 Pekanbaru		Dewi Khalida
4				
5	- " -	An Analysis of Students' Pronunciation of Words Sufficiency and Suffixes of Second Grade in SMA Plus Bina Bangsa		Ovi Arieta
6				
7	- " -	The Influence of Students' Self-Confidence and Participant toward Their Speaking Ability at SMPN 4 Pekanbaru		Andini Telianda
8				
9	- " -	Analyzing The Grammatical and Punctuation Errors in Writing Narrative Text		Tiera Panduwat
10	- " -	The Influence of Using Vocabulary Knowledge on Reading Comprehension and Writing Ability at SMPN 3 Koto Kampar		Selvia Angela
11				
12				
13				
14				
15				

Pekanbaru, 12 Desember 2017

 Direktur
Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
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Curriculum Vitae (CV)



PERSONAL DATA

Name : Sepri
Place & Date of Birth : Perhentian Luas, September 1th, 1989
Gender : Male
Religion : Islam
Address : Desa Perhentian Luas, Kec. Logas Tanah Darat,
Kabupaten Kuantan Singingi. Riau.
Phone / WA Number : 085355495813
Marital Status : Married
Nationality : Indonesia
Email Address : ssepri2019@gmail.com

EDUCATIONAL BACKGROUND

2008 – 2013 : State Islamic University of Sultan Syarif Kasim
Riau
2005 – 2008 : State Senior High School 1 Teluk Kuantan
2002 - 2005 : State Junior High School 1 Logas Tanah Darat
1996 - 2002 : State Elementary School 1 Logas Tanah Darat

SKILLS

Technology : Microsoft Office, SPSS, 10 Fingers Typing,
& Trading Forex.
Language : Indonesian, English and Malay.